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ABSTRACT

This document contains eight papers on adult education in Croatian society. "Basic Characteristics of Croatian Adult Education up to These Days" (Silvije Pongrac, Ilija Lavrnja) highlights key trends in the development of Croatian adult education. "Adult Education in Croatia Based on Social Changes" (Anita Klapan) discusses Croatian adult education within the context of the social changes since Croatia's independence in 1990. "Social Changes and Values as a Context in Adult Education" (Boris Banovac) examines the relationship between social changes and values in societies in transition. "Differentiation and Individualisation in Adult Education" (Ilija Lavrnja) discusses the problems of differentiation and individualization within the context of the theory and practice of andragogy. "Strongholds of Analyzing and Planning Adult Education" (Silvijc Pongrac) considers educational needs, educational conditions, and educational possibilities from the standpoint of strongholds for planning adult education. "Types of Formal Adult Education--Possibilities and Limitations" (Sofija Vrcelj) assesses the types of formal education available to individuals needing retraining, advanced training, and specialized training. "Adult Basic Education and Literacy Development, Problems and Tendencies" (Renata Cepic) discusses need for additional adult basic education, literacy education, and lifelong learning opportunities in Croatia. "Innovating Learning of Employees during Transition of the Economy in the Republic of Croatia" (Vidoje Vujic) discusses how the trend toward privatization has been reflected in business education in Croatia. Most papers include substantial bibliographies. Information about the authors is included. (MN)

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ADULT EDUCATION IN CROATIAN SOCIETY

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Preface

In the book Adult Education in Croatian Society, the contributions of seven authors have been published. All seven authors are researchers on the scientific project *Adult Education in Croatia Based on Social Changes*. The researchers are: Silvije Pongrac, Professor Ph.D., (Principal Investigator); Ilija Lavrnja, Ph.D., Professor; Boris Banovac, Ph.D., Assistant Professor; Anita Klapan, Ph.D., Assistant Professor; Sofija Vrcelj, Ph.D., Assistant Professor; Vidoje Vujić, Ph.D., Assistant Professor; Renata Čepić, M.A., Assistant. Each is an expert in his or her own specialized field, which determine their approaches and engagement in the Project, hence they have chosen to publish the broader aspects of the subject matter they are dealing with in the research. The Ministry of Science and Technology of the Republic of Croatia is supporting the Project.

We are publishing the book in English. The practice of printing specialized literature in one of the languages of worldwide use, especially English, is a prevalent custom, particularly in less populous and smaller countries. Thereby the publications become accessible to a wider circle of readers since the language barriers are eliminated. We hope that this book will find its way into the hands of experts at home and abroad.

We express our gratitude to everybody who has contributed to the publishing of the book and special thanks to the professional reviewers.

Silvije Pongrac

Silvije Pongrac - Ilija Lavrnja

BASIC CHARACTERISTICS OF CROATIAN ADULT EDUCATION UP TO THESE DAYS

Summary: This paper brings to light main tendencies in the development of Croatian adult education. Most essential characteristics of this branch of the educational system are being analysed within the context of social and economic transformations. To start with, seven develpmental phases have been stressed. Efforts have been invested to study the reciprocal connections between andragogical theory and practice, which have both been exposed to the most diverse influences, as well as efforts in the search of original solutions.

Key words: Adult education; Training; Forms of adult education: formal, non-formal, informal education

Approach to the periodical division of adult education

The basic thesis of this paper is: "Croatian adult education is characterised by a continual evolution". This continuity is expressed by means of an uninterrupted educational process, as well as its accompanying changes. Within the studied period the overall development of adult education has been uninterrupted, but qualitative and quantitative changes of this activity were evident. While studying the above-mentioned activity one is obliged to consider the necessity of a periodical division within these processes of evolution. Each attempt of periodicalisation of a process of evolution carries in itself a certain risk, especially regarding the aspect of criteria that are used in order to carry out a particular periodical division. Quite often, the same, but differently applied criteria result, both, with different periodicalisations and classifications, therefore different evaluations of corresponding periods - the most apparent case being the one of the history of the development of educational systems. Hereupon, various "points of view" and more recent "forces of power" play an important role. Dogmatic, post-war period has bequeathed us with a too much biased "black-white" technique of ascribing inferiority and primitivism to everything that was achieved before World War II. Quite a lot was passed over in silence, while, on the other hand, the revolutionary, progressive post-war development of education, was glorified.

But andragogical theory and practice managed to resist these pressures and prejudices quite successfully because they have always been considerably permeated with ideas coming from the developed world and less characterised by isolation and one-sidedness, which were more accentuated in some other branches of the educational system. Nevertheless, when the history of adult education, classification of periods and analyses are being discussed, a dosage of circumspection, not only towards utilitarian oriented past accounts but also those more recent and slightly different ones, is necessary.[1]

Regarding this work a decision has been brought to analyse adult education within the context of social, economic, cultural and political conditions in Croatia. Besides reciprocal connections between social environment and andragogical theory and practice, interaction of practice and theory has also been taken into consideration, as well as total, overall results, progresses, stagnation, even regressions, which, taken into account, determine the periodicalisation as well as each specific period. Consequently, Croatian adult education has been analysed divided into the following phases:

- adult education at the beginning of 20th century and between the two world wars
- adult education during World War II
- adult education from 1945 until the early 50-s
- adult education from the early 50-s until 1965
- adult education from 1965 until 1980
- adult education in the 80-s
- adult education after the demolition of the Berlin Wall

Each of these seven phases is distinguished by some domineering traits, which are characteristic for a particular period.

Phase one: **Adult education at the beginning of 20th century and between the two world wars**

Croatian adult education of the period at the beginning of this century and between the two world wars should, above all, be analysed from the aspect of the continuity of andragogical theory and practice, which was based upon the idea of "enlightenment of masses", and which had, in fact, helped create the foundations of the entire system of adult education. It should be mentioned here that the contents and forms of adult education of the preceding period had been imbued with ideas of revival and enlightenment against foreign authorities as well as aspiration towards independence. The Illyrian Head-quarters, later called The Croatian Head-quarters (Matica ilirska / Matica hrvatska) and the Croatian Pedagogical Literary Society[2] had had outstanding roles in these processes.

At the beginning of this century, just before World War I broke out, andragogical activities in Croatia were very vivid. Endeavours were being made to set in order and conceptually and theoretically organise the system of adult education according to the previously acquired experiences in this segment of education, experiences conceived upon the idea of enlightenment. It was just in that period that new andragogical institutions were founded, first of all popular universities (the Zagreb Popular University in 1907, along with ones in Karlovac, Varaždin, Split and other towns throughout Croatia) that were not only new andragogical institutions but have also, by their activities and theoretical-conceptual establishment, marked the entire Croatian andragigical theory and practice of this century.[3]

Adult education as well as the development of andragogical theory and practice in Croatia in the period between the two world wars should be examined within the context of all occurrences in the newly established state. It was first the Kingdom of Serbs, Croats and Slovenes and later the Kingdom of Yugoslavia, Croatia being part of it, according to historical conditions and distribution of political and economic power in European and international ranges. The development of social relations in the newly established state from 1918 until the beginning of World War II could be examined div-ided in two periods:

1. Since the establishment of Yugoslavia up to 1929 - the period in which attempts were made to solve national, social and economic issues of the newly united peoples.
2. From the introduction of monarchist dictatorship in 1929 until the beginning of World War II.

Adult education, andragogical ideas and practice, besides having their roots in the tradition and culture of Croatian people and certain achievements, were in that period pervaded by discrepancies deriving from socio-political, ideological and ethnic conflicts within which educational, cultural, pedagogical and andragogical activities and scientific and professional ideas were functioning. The building of the system of adult education and the development of theoretical andragogy in Croatia were considerably influenced by such a social context. Nevertheless, in spite of these restraints, there were improvements in the field of Croatian adult education: existing models of adult education were being amended, the new ones established, which provided foundations for institutional prerequisites of work with adult learners. Among various models and forms of Croatian education "schools" and courses for adults, popular universities, public libraries and reading-rooms, pedagogical societies, associations and organisations have to be mentioned. Each of these educational forms has left a considerable impact in the field of Croatian adult education, perhaps more thanks to the preceding achievements and tradition in adult education, initiatives of progressive teachers' movement, their organisations and associations, initiatives of professionals from the field of humanities and culture, activities of people interested in education (peasants, workers...); rather than the real engagement of the ruling establishment. Let it only be mentioned that the legal regulations of adult education were initiated in 1919, while the Act of Folk Schools, which gave adult education at least a fictitious solution of its legal status, was finally brought ten years later (in 1929). But the very goal of that Act was to establish a strict control over adult education what resulted with the suppression of private initiative (of individuals, societies, associations, institutions) which were in those days well organised all over Croatia.

Popular universities, which had been founded before Croatia joined the Yugoslav union, played a special role in adult education. They were significant centres of scientific, professional, publishing, pedagogical and cultural activities. The Zagreb Popular University established in 1907 by Albert Bazala, Ph.D., with good reason called Bazala's University, played an outstanding part. Namely, thanks to Bazala and a number of prominent scientists and experts of the Popular University, a manifold and rich activity was being realised and developed in the form of seminars, courses, cyclic lectures, performing arts programmes and scientific-popular and publishing activities. All these activities being theoretically and conceptually meaningful helped create the foundation of higher university education. The work of the Popular University and the publication of "A Miscellany of Popular Education", published by this institution and edited by Bazala, focus upon the idea of enlightenment of masses. They deserve a special attention because of the originality of ideas and represent a phenomenon in andragogical theory and practice, a phenomenon that has to be studied further.[4]

Peasants' University, established in 1928 by Jure Turić, Ph.D., is another Croatian institution from the period between the two wars and has to be mentioned because of its original conception. Notwithstanding the fact that the Peasants' University was established as a centre of cultural, educational and enlightenment programmes for the rural population, following the model of high folk schools in Denmark, its founder had all the rights to believe that the educational and enlightenment work with the rural population was not possible unless it had been based upon a solid system of general education.[5]

The administrative apparatus of the central government considerably hampered the work, along with various activities of folk universities. Consequently, many educational (andragogical) societies and institutions were under surveillance of the state. Furthermore, after the introduction of dictatorship their work was banned; an example being "Peasants' Unity" (Seljačka sloga).

In the period between the two world wars andragogical theory was developing under the influence of new pedagogical and andragogical ideas, European movements and reformation streamlines of the middle-class pedagogy. Our outstanding scientists (Bazala, Matičević, Turić, Vuk Pavlović, Pataki and others) were guests at European cultural centres and became familiar with the theoretical-pedagogical and andragogical literature. The influence of philosophical, cultural, spiritual and scientific pedagogy was evident in the theoretical field.[6] These approaches had a great impact on andragogical concepts and thoughts. Thus, just during the period between the two world wars significant theoretical-methodological and epistemological issues of andragogical theory and practice were raised. They included: educational goals, social-psychological aspects of adult education, methodology in adult education, adult educational concepts (especially those referring to enlightenment and education of masses), issues related to methods, strategies, technologies of education and many other issues still current nowadays. As concerns Croatian adult education it should be stressed that rich experiences were acquired in the period between the two world wars. Many andragogical institutions were established and the institutional basis of educational work with adult learners was created.

However, the newly established central government had in mind the creation of a unique, nation wide system of adult education based on so-called "nationally constructive foundations". It thus disregarded specific historical and cultural differences among the peoples incorporated into this newly formed state, as well as specific achievements and traditions of their systems of adult education. In spite of this or just because of this, Croatian andragogical theory and practice flourished creating various theoretical and methodological approaches, concepts and models of adult education, which offered an inexhaustible source of further development of andragogical theory and practice.

Phase two: **Adult education during World War II**

On the eve of World War II there was an array of institutions of adult education, mainly oriented towards the enlightenment of masses in Croatia, then part of the Kingdom of Yugoslavia. The Zagreb Popular University with numerous branches all over Croatia and under the patronage of the University of Zagreb had already acquired considerable tradition. They were the real promoters of scientific-popular activities, general education animation centres and promoting places of aesthetic-artistic taste.

The Peasants' University, stationed at the School of Public Health, played a twofold role directed towards peasant health enlightenment. It influenced health standards of its pupils, participants in the process of education, and their family members, improving thus the general standards of living, and, at the same time, developed a network of animators in rural areas. The above mentioned institutions, the University Extension and the Peasants' University, following the models of similar university extensions in Great Britain, folk high schools in Denmark and especially similar institutions in Austria, Bohemia and Germany, developed various forms of work. The most varied were summer and winter courses (at the Peasant's University), cyclic lectures, seminars and lectures open to the public, with the use of audio-visual didactic devices available in those days accompanied by duplicated written materials. Activities of the Croatian Literary-Pedagogical Society, various social organisations, public libraries and reading-rooms deserve to be mentioned in this respect as well.

After a short-lasting war against the forces of the Axis and their allies, in which the Kingdom of Yugoslavia was defeated, the King and his ministers emigrated, the state disintegrated, and, consequently, Banovina of Croatia (officially called so in those days) lost a considerable part of its territory. The Independent State of Croatia was established with a regime similar to the one of Slovakia as well as in a number of other countries which were under the occupation and domination of the forces of the Axis. There were changes in the functioning of institutions of adult education during World War II. The activities of the Peasants' University died out just before the beginning of the war, while the activities of other adult educational institutions were stagnant, at the point of vegetation, their work even suspended in many cases in this newly proclaimed state. War conditions, wretchedness and poverty of the people, crime, human life brought to the point of bare existence and very limited food and energy supplies, besides everyday alarms and air-raids had all together contributed to this educational decline. But notwithstanding such circumstances, publishing activities, mostly oriented towards school textbooks, encyclopaedias and advertising materials were stimulated. Efforts were made to reassert social orientations based upon Croatian tradition and culture. Liberally oriented institutions of adult education were neglected while the education of youth, prone to easier manipulation, was under the influence of nazi pedagogy; just to mention one among German pedagogues, E. Krike.

Under the leadership of the communist party and other promoters of resistance a partisan war was initiated as rebellion against occupation and terror raging in Croatia. In liberated areas partisans organised the system of government, which also included educational system. Adult enlightenment and political training courses, courses of illiterates, cultural manifestations and performances, scientific-popular lectures, but also courses of first aid and military training courses were organised. The promoters of these andragogical activities were people's universities, established upon the initiative of the Yugoslav Anti-Fascist Peoples' Liberation Council (AVNOJ, held in 1942) and the Croatian Country Anti-Fascist Peoples' Liberation Council (ZAVNOH, held in 1944). Educational and cultural activities for adults were also organised in refugee camps in Egypt and Italy.[7]

Andragogical activity developed under new circumstances based upon the principles of the pre-war activities, in liberated as well as occupied areas. But utilitarianism and propaganda imbued people's enlightenment.

Phase three: **Adult education from 1945 until the early 50-s**

After World War II Croatia is part of the newly established federal state of Yugoslavia as one of its six republics, strongly dominated by the central government. Soviet influences are also predominant. In the field of adult education this meant the domination of Soviet ideology, their patterns of curricula and forms of education over Croatian traditional enlightenment approach. There was a great impulse to eradicate illiteracy. A wide array of courses of illiterates, public libraries and reading-rooms, domestic-science schools, cultural clubs, people's universities, theatres, museums, as well as community centres following the Soviet model, was established in the swing of this new, revolutionary enthusiasm.

The shortcomings of the educational system derived from bad working conditions, and were consequently of poor results, especially in campaigns against illiteracy. By means of various campaigns efforts were made to achieve instantaneous results important for the shaping of a “new man of a socialist stamp”, as they used to say. Improvisation, lack of organisation of andragogical, curricular and psychological components prevailed in the system of adult education. The leadership was assigned to “verified personnel”, apt to work on “such delicate tasks”, regardless of their professional competence. School authorities of that period took up the following official attitude: break all the links with “the middle-class pedagogy and the adult pedagogy”, accept the Soviet models. So links were broken not only with progressive pedagogical and andragogical ideas of modern European and international origins, but also with former pedagogical and andragogical ideas and practice that had developed in Croatia based upon acquired cultural tradition. Translations of Soviet specialised literature and articles dominated, and a lot of propaganda materials were being printed as well. Both formal and non-formal forms of adult education were affected. Shortened evening courses and accelerated courses were organised in order to meet high demands of trained personnel. Although in 1948 Yugoslavia broke its political and economic relations with the Soviet Union, in the educational theory and practice dogmatism went on reigning by inertia. Adult education gradually disentangled itself of dogmatism, improvisations and primitive mentality. The end of this period opened paths for different, more inventive solutions.[8]

Phase four: **Adult education from the early 50-s until 1965**

This period of adult education could be called “the golden period” in the development of the Croatian andragogical theory and practice. Those were the times of changes of the whole social environment. Economical and political relations with Western countries were being established, economy modernised, pressures from a still authoritarian regime abated, travelling abroad was no longer hindered, art was liberated of unilateral socialist realism and ideological control was less present in or over science. Adult education was less and less apprehended as a socio-enlightening movement dominated by campaigns and improvisation. New andragogical institutions and organisations were being established.

In 1954 the Union of People's and Worker's Universities was founded.[9] Its primary tasks were: improvement of andragogical teacher training programmes, publishing of an andragogical magazine along with other specialised literature, expert and scientific-research work and above all, spreading and development of a network of educational institutions.[10]

Not long after that "The People's University" a magazine, later re-named into "Adult Education" saw the light of the day. Lastly, there appeared "Andragogy", which became the major magazine dealing with the issues of andragogical theory and practice, not only in Croatia but also throughout Yugoslavia.

Besides that, a wide activity of the Federal Management Training Centre in Zagreb, capital of Croatia, was founded. This training of high and secondary educated leading personnel was in fact the beginning of business managers' training, established years later. This was directly stimulating for specialised job training as it initiated and created projects of establishment of various centres and other services of specialised training within companies and factories. For example, "Bata", a shoe factory in Borovo, had already had before World War II a well-organised job training programme following the model of its central plant in Czechoslovakia. Afterwards, a more advanced American TWI programme was launched and training of instructors accomplished.

The Federal Management Training Centre developed various activities in collaboration with foreign experts as in-service visitors and used to send Croatian experts abroad (most often to Nordic countries, USA, Great Britain or France). The Centre also published a magazine "Training of Executives", as well as other andragogical texts.

The Zagreb Worker's University was the third source of innovations in the field of adult education. It had a department for the training of regular and exterior fellow workers but also provided the servicing of other institutions and published a magazine, various documents and andragogical books.

Improvements in the field of andragogical activities were the results of new educational demands, better work conditions and more inventive realisations of educational feasibility. Even the draft of a new educational system acknowledged adult education the status of integrity within the entire educational system. Among other things it was stressed "that adult education must be conceived upon a certain institutional system and a varied and dynamic organisation of educational activities, whereupon improvisation was excluded and systematic work initiated".[11]

Systematic methodical approach was introduced after 1958 when the School for Adult Education Personnel as part of the Union of People's and Worker's Universities was founded.[12] This school became an original model of non-formal education and soon surpassed the borderlines not only of Croatia and Yugoslavia but became a well-known hotbed of andragogical ideas. Its activities, accomplishments and influences helped it became a source of andragogical ideas and achievements, a gathering place of andragogues from all over the world. It all started with seminars of the Poreč Summer School (Croatia) and soon spread to the Winter School as well. Seminars were later repeated in other towns all over Yugoslavia of those times. An activity that had had a modest beginning surpassed later the organisers' initial expectations and prognosis.[13]

Due to the enthusiasm of prominent andragogues and professors of degree granting educational institutions by the end of 50-s and beginning of 60-s the first lectures were initiated (in 1957 in Zagreb), study departments and study fields established (in 1961 in

Rijeka and Zagreb). There were andragogical studies at the Faculty of Philosophy in Zagreb, High School of Industrial Pedagogy in Rijeka and at the Faculty of Philosophy in Zadar. All these factors enabled the development of systematic undergraduate adult education studies, the creation of basis for future andragogical studies, opened possibilities for acquisition of master and doctoral degrees but, above all, gave an incentive to a more intensified scientific and research work in the field of adult education.[14]

The most significant achievements of this period were: spreading of the network of educational institutions and the first steps in the professionalisation of andragogical teaching staff made possible via their informal training, as well as degree-granting studies, research projects and an already well established publishing activity.

Phase five: **Adult education from 1965 until 1980**

Potentials, developed in the previous period, along with the new occurrences, had stimulated further transformations in adult education. The proclaimed system of self-management had prompted new educational demands. The network of worker's universities was being enlarged, educational programmes of self-management and socio-economic training launched. The initiated reform of the system of economy opened new prospective and expectations. Transition from a directed (prearranged) economic system towards the free market economy, different position of companies in respect to the changes of socio-economic relations, the end of centralised decision-making type of management, more liberty in the solving of everyday problems were the characteristics of the period.

But a few years later this socio-economic reform was abandoned because it had started to jeopardise the existing system, the leading role of the communist party, the status and position of numerous conformist institutions, organisations, groups of people and individuals. This deviation towards the past meant a drop down of innovative projects, but the activities of educational institutions were still spreading. Large-scale type of adult education (*ex catedra)* was mostly overcome by small study groups, by forms of work such as seminars, courses, colloquiums, consultations, symposiums. Animation became a valuable form of activity, especially the one carried out in culture clubs, while consultations developed as one of the components of correspondence courses. Demonstrations and practical work, discussions, talks and other methods became more frequently applied forms of work in informal adult education rather than in the formal one.

There were two important events in this period: student demonstrations in 1968 and, especially, the Croatian Spring in 1971 - movement for greater independence and more freedom of the Republic of Croatia, but adult education was only indirectly affected. Yet, party committees, trade unions, chambers of commerce, bureaux of employment and other "extended arms of the state" increased vigilance, over the system of education in particular. Party and trade union schools offered the greatest support to the system in this respect. It is interesting to stress out that these institutions had maintained the traditional, obsolete forms of work: large-scale, *ex catedra,* lectures without any application of the new andragogical conceptions.

The 1974 Reform of the educational system was a real shock for the system of adult education. The number of people's and worker's universities was cut down and they lost the rights to organise formal forms of education, higher schools of job training were dissolved and others managed to continue with their work, but withholding only traditional forms of education. Adult classes were "drowned" into newly established mammoth school centres. For example, the number of people's and worker's universities was cut down from 129 to 91 during the period from 1965 till 1978, along with all other andragogical activities.[15]

It seems that andragogical education had survived due to the flexibility of informal education and persistence and inventiveness

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of andragogical personnel. Not withstanding all the oscillation as well as retrograde processes. The School for Adult Education Personnel experienced in that period the greatest and most remarkable achievements. More than 13000 participants included in about 600 programmes and led by more than 500 prominent experts in the capacity of managers, lecturers or organisers of various activities were related to the work of that school.[16] The school assumed the character of an international institution because it started organising International Andragogical Talks, with the participation of several hundreds of foreign andragogues as well as study groups (mostly from Germany, the Netherlands, Czechoslovakia, Poland). The exchange of experience on the international level was thus enabled often along with interdisciplinary approaches to the problematics of andragogy. This school became the real hotbed of ideas and activities. Accordingly, following these ideas the Andragogical Centre, as an organiser and co-ordinator of numerous activities, was established. The Andragogue Society was founded, publishing activity stimulated - with an accent to team work publications, a research range (polygon) founded, collaboration between the activities of the Centre and the School, as well as those of andragogue teachers and professors of degree-granting institutions, realised.

The period between 1965 and 1980 saw the greatest number of oscillations and turmoil; there were also retrograde movements in the field of formal adult education, the publishing activities were stable and prolific, while andragogue teacher training reached its peak.

Phase six: **Adult education during 80-s**

The social crisis could already be foreseen in mid 70-s. In Yugoslavia, consequently in Croatia as well, economic growth witnessed a slow retrograde process. This inevitably led to the decline of the social standards, the growth of unemployment and a flux of about tens of thousands of persons to so-called "temporary work" abroad, which for a great majority meant economic emigration.

During the 80-s the crisis intensified: it became political, economic, cultural and even moral. There was no "crisis management" and there were no forces that could amend the existing situation. In such circumstances adult education underwent through considerable changes. There was less and less investment in adult education from the part of governmental and pseudo-governmental institutions and companies, while some among andragogical activities were completely denied financial support.

Commercialisation of the system of education, which existed in a way in the previous period, now affects the attendants by means of school fees; they have to pay almost all the expenses, while their salaries are being reduced because of high inflation. The first to be affected are those most vulnerable, so that is mainly why education of illiterates and semiliterate manual workers is suspended. Next to be affected are programmes of general and artistic-aesthetic education.

However, there are more and more attendants of foreign language courses. An ideological, Marxist, political education is being forced throughout the country, mostly organised by party, political and trades union schools. Peoples' defence and protection courses are, understandably, free of change. Education is being saturated with propaganda in the desire to manipulate with adults, but, as it will soon become obvious, with minimal effects. Courses of protection at work were organised because they were prescribed by regulations. And, what is interesting to mention, is that there was a constant interest for driving lessons at specialised schools of driving, even if the standards of living were in decline. It is not easy to explain a constant success of publishing activities: indeed, "Andragogy", a fundamental work written by five authors from Croatian universities[17] saw the light of the day in that very period. The Andragogical Centre, in collaboration with the UNESCO, published a book, "Adult Education in Yugoslav Society", the work of about thirty Yugoslav authors among which a considerable number was from Croatia[18] At the University of Zagreb and Rijeka the granting of the doctor's degrees in Andragogy was in full swing, as well as the greatest number of scientific research projects. Research work accomplished in the previous period as well as in these days was of a wide range of topics. For example: adult learners' process of learning, questioning and evaluation, communication in distance education, andragogical cycle, educational courses within companies and factories, organisation of adult education, multimedia in education etc.[19] The School for Adult Education Personnel was still in function, but with few innovations and a small number of programmes, while there were more and more new attendants from military and paramilitary units.

In spite of everything, tenacious efforts were invested to maintain andragogical activities alive. Yet, the links between andragogical theory and practice crack more and more. Theoretical perceptions and results of scientific research works are hardly used in practice, and practice becomes routinely. And then, suddenly, the crumbling Berlin Wall literally falls, parallel to radical changes in Croatia.

Phase seven: **Adult education after the demolition of the Berlin Wall**

Since 1989 the inhabitants of countries in transition, including our country, have faced with many unexpected problems. The newly emerging changes are sudden and radical; people found themselves in situations quite different from those in the recent past and many could not cope with them. Some find themselves in "blind alleys" of their lives. People are confronted with new, transitional issues. Many have taken part in the whirlwinds of war. All these occurrences have affected the educational demands of adult learners. Some fields of education have furthered their development, especially foreign language learning and mastering computer skills;

others have undergone transformations, for example the nation-wide defence training was transformed into intensive military training. Ideological or political and trade union schools have completely vanished. Nowadays, political parties have hardly any political training included in their sphere of activities, this probably being one of the reasons of high abstention from voting. Religious education, on the margins in the past, is in expansion nowadays.

Three modalities of education are in function: formal, non-formal and informal. Formal education primarily functions through schools and courses, and is still of great popularity. There are 324 institutions registered and authorised to perform varied forms of education.[20] Training in order to obtain a job qualification prevails, and the dominant form of this training is consultative-instructive. Foreign language learning is now more available at newly established private language schools. The variety of offered adult programmes is poor, with the exception of the ones at the largest people's and "open" universities. Attendants pay all the fees of their education mostly by themselves; chambers of commerce, employment bureaux or agencies, companies and institutions do not participate. Due to the high costs of education, as well as high unemployment figures, the realisation of educational programmes is considerably lagging behind the educational needs. There are no schools or courses of illiterate or semiliterate persons, which affects individuals from socially deprived groups.

Non-formal education responds to the new and changeable demands of adult learners in a much better way. Interest for further specialised training and improvement is at the greatest point among people employed in activities where modern technology is being used. Education and training of modern managers has been initiated but has not got into full swing yet. Besides deeply rooted forms, such as lectures, grandstands, conferences and symposiums participants show more and more interest for seminars, training/study groups and workshops where they could participate actively. Participants are exposed to high expenses of both non-formal as well as formal education. For example, correspondence courses are stagnant because the needed (considerable) financial investment is not forthcoming. There is just a faded memory of the experimental model of a multimedia programme realised years ago. With the end of the war one can indeed prognosticate an expansion of adult education into the field of hobbies, as well as towards the education of the "third age" of life.

Informal education is realised through personal interaction, study projects, media, in libraries by means of natural situational learning. Information search on the Internet has suddenly opened new educational possibilities. Informal education, as well as self-education is spreading at an undreamed-of speed, their activities thus becoming much more difficult to follow and analyse than the activities of formal and non-formal education.

Research work in the field of adult education is being carried out through several scientific projects at the Faculty of Philosophy in Zagreb and at the Faculty of Philosophy in Rijeka, where a team of seven scientists is employed in the study of the matter.

Among the four pillars of the learning process: to know, to apply, to co-operate, to be, only the first has so far been dominant in adult education.

In brief: Social environment has often and considerably changed, concepts and modes of realisation of adult education have also changed. Periodical but essential and qualitative changes, new emphases in adult education have offered good arguments for the division of these occurrences into seven linked-up but yet different periods.[21]

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Anita Klapan

ADULT EDUCATION IN CROATIA BASED ON SOCIAL CHANGES

Summary: The work discusses Croatian adult education within transitional social changes. To begin with, there is a brief analysis of basic achievements in Croatian adult education (andragogic theory and practice) during the period previous to the country's independence (1990.), followed by an insight unto the period of creation of conditions for joining the countries of Western democratic societies, and, finally, an account of educational transformations within the context of the building up of pluralistic social relations focussing on the segment of adult education in particular, emphasizing the contradictions which occur in the sphere of these educational processes.

The study will present the research project "Adult Education in Croatia Based on Social Changes" currently carried out at the Faculty of Philosophy in Rijeka.

Key words: adult education, social changes

Croatian adult education achievements in the period previous to transitional changes

Croatian adult education has had a long tradition and relatively significant achievements. The development of andragogical theory and practice in Croatia can be studied from the point of view of historical continuity within which the system of adult education was being built, in accordance with the socio-economic, traditional, cultural and other conditions occurring in Croatia throughout its turbulent historical development.[1]

Although adult education (andragogical theory and practice) may not have had a status to match the great European and other educational systems and their achievements, it should be stressed that in the field of Croatian andragogical theory and practice, in particular, some genuinely practical solutions and models of adult education were born and that andragogy, as a science, was developing from its very beginnings, by catching up, or better to say, following the progress in the andragogical sciences in developed countries. Besides, Croatian andragogues were the initiators of high quality andragogue conferences, attended by experts from different countries who used to offer Croatian andragogues their experience and knowledge, but, were, at the same time, studied the achievements and solutions of Croatian adult education. Although it is difficult, in a limited space and form, name all the essential achievements of Croatian adult education in the period previous to transitional changes and, in particular, elaborate cause-consequential, genetic-developmental and system-structural connections, relationships and lawfulness of the development of adult education within the context of social changes Croatia was passing through, some adult education achievements and trends will be pointed out, in order to enable the analysis of changes of that segment of the educational system during the period of transitional transformations in Croatia.

A brief survey of essential achievements of Croatian andragogical theory and practice in the period previous to the country's independence stresses the basic fields of andragogical activities such as, above all:

1. The constitution of the system of adult education as an integral

part of the entire educational system and its legal regulations, meant to function as a frame for the organisation and establishment of adult education;

2. The development and expansion of andragogical activities by means of andragogical institutions and organizational units (people's and workers' universities, centres of adult education within business and other companies or industrial plants...) whose activities were based upon long tradition and were mostly initiated at the beginning of this century, among which were, above all, The People's University and The Peasants' University, both situated in Zagreb, the capital of Croatia;

3. The activities of The Zagreb Andragogical Centre, an institution specialized for adult education which became the initiator and organizer of outstanding andragogical, publishing and research activities and where a very fruitful connection between a theoretical and research conceptualization on one side, and an empirical approach to the research matter in the andragogical science on the other, was being created. This Centre was a perfect proof that an interaction of experience among andragogue practitioners, academic institutions and professional andragogue societies and associations was feasible via research processes but also through the realization of practical work;

4. Activities of professional societies and andragogue associations, in the first place the People's and Workers' University Union and Croatian Andragogue Society, which had initiated the publishing, translating and research activities, as well as permanent teacher training in adult education;

5. Activities of a specialized School for Adult Education Personnel (with summer and winter courses), permanently

held at two locations, in Poreč and Crikvenica, which, according to its original ideas, effectuated programmes, qualified participants and outstanding achievements, became the seed-plot of ideas and activities, not only for Croatia but so for other country world wide; an impressive activity that encompassed over 600 effectuated programmes, over 13.000 participants/attendants, about 1.000 eminent lecturers of various profiles from Croatia as well as from abroad. Numerous other activities had made this "school" a true polygon of interdisciplinary andragogical activities and its work became known all over the world. It is worth stressing that among various activities of this renowned school was the organization of International Talks, an activity that engaged several hundred andragogues, on the national (federal) level and from abroad, who used to meet in order to discuss the issues of andragogical theory and practice.

6. The publishing of a magazine dealing with andragogical theory and practice; first under the title "Adult Education" and later renamed "Andragogy". It should be emphasised that the magazine was, besides the publishing of essays and reports of theoretical and empirical content, as well as those dealing with andragogical practice, among a few in the field of social and humanistic sciences, that had widely opened their doors to authors from abroad. It thus enabled the local reading public an insight into andragogical achievements and occurrences in the developed world. Besides this magazine dealing with andragogical topics, a remarkable publishing activity, especially the one related to popular andragogical editions, as well as scientific studies of monographic and team nature, should be mentioned here. Let me just point out a capital work - Andragogy - written by five authors, all from various Croatian universities and a study in collaboration with UNESCO entitled "Adult Education in Yugoslav Society",

with a remarkable number of authors from Croatia;

7. Introduction of andragogical studies and departments at philosophic and pedagogic faculties, as a contribution to the improvement of graduate andragogical studies and andragogue teacher training, along with the possibility of establishment of further studies for Masters and Ph.D. degrees, which gave a full swing to the flourishing of research activities in the field of adult education.[2]

Mentioning a few basic achievements of Croatian adult education in the period previous to transitional social transformations, I have to stress that the list of outstanding achievements and their variations is far from being exhausted.

It could be summed up that the achievements of the andragogical theory and practice in Croatia before its independence were characterized by all the aspects of Croatian social development, namely, by various forms of constitutional and legal relations Croatia was engaged in, or, better to say, political, economic, cultural and other influences and dominations that were imposed upon it.

Croatian adult education in the period of transitional social transformations

Croatia has, since its independence gained in 1990 along with other post-socialist countries, been experiencing a period of significant social, economic, political and other changes, which have had a significant impact on its system of education, adult education including. Shortly after, or better to say, during the process of the building up of Croatian independence, the country had to face war destruction and all the problems deriving thereupon (demolished homes, numerous refugees and displaced persons, human victims, devastated industrial plants...). In such conditions (lasting for almost five years) transformations of the social system from one party, monolithic totalitarian regime towards multi-party, pluralistic democracy, took place.[3]

Croatian adult education in transitional changes, especially in the post-war conditions, oriented itself towards the revitalization of its institutional network and the establishment of an integral system, as well as the elaboration of a new concept and curriculum. Croatian adult education was assigned some priority goals during the period of transitional social changes. They originated from the necessity to create a system of adult education which would enable individual progress, improve the quality of life, instigate the creativity and innovation among adult learners, increase their opportunities for getting new jobs, mobility within work processes (retraining), enable the acquisition of high quality knowledge and the development of skills and qualifications for all these economic, technical and technological, cultural and social changes.

In addition, the creation of corresponding standards in adult education to match those in developed countries, the establishment of a system based on the needs and possibilities of adult persons following the concept of a permanent, lifelong education - have also been included among the primary goals of Croatian adult education. Due to a large variety of educational necessities (individual, professional, employment and community demands, to name just a few...) a systematic development of a diversified network of educational institutions and units is indispensable. But all the interested subjects should be given the opportunity to participate in the construction of this network and other various forms of adult education (a certain number of which is already in function in the educational systems of developed countries).

Basic new trends in adult education are already becoming visible, especially as far as their curricula, deriving from social, business and individual demands of adult learners, are concerned. First of all, there is an affirmation of curricula to promote cultural and social development, democracy, respect of human rights and freedoms, tolerance and understanding, as essential prerequisites for an inclusion into democratic, social and economic transformations. Besides, adult educational curricula for the requirements of the market economy (re-qualification and programs of additional education) are already being affirmed, alongside with curricula designed for technological changes and changes in the system of business management (such as management executive training, training of employers and managerial teams with various roles and tasks in the system of liberalization of business management and personnel employment).

Along with clearly defined goals, a network, adult educational curricula, a system (which would include basic elementary and general adult education, vocational and professional, further and academic adult education, as well as informal forms of adult education) and the establishment of financial prerequisites for the realization of the above mentioned, it is also extremely important to insist on the development of a system of teacher training, since they are the performers or executives in this segment of education.

Consequently, the modernization of the existing andragogue teacher training curricula, as well the creation of new, flexible, specialised, shorter teacher training programmes, has become indispensable. They are part of the integral system of qualification of various profiles of andragogue teachers in programmes that function as a basis of a competent andragogical work.[4]

The credibility of these changes, as well as a systematic analysis and study of the undertaken transformation of adult education within conditions of social transitional transformations, are certainly among the issues to be taken into consideration. Therefore, a systematic and an embracing research and study of the integral conceptual model of adult education, starting with pre-set objectives, organizational models, the entire system and curricula up to the supporting means of their realization and evaluation criteria, are essential.[5]

In the context of these efforts, for the approaching research period of the University of Rijeka a team has been formed for the research project that bears the title "Adult Education in Croatia based on social changes" which will be led by professor Silvije Pongrac, Ph.D. as his associates:

Ilija Lavrnja, Ph.D., Professor; Boris Banovac, Ph.D., Assistant Professor; Anita Klapan, Ph.D., Assistant Professor; Sofija Vrcelj, Ph.D., Assistant Professor; Vidoje Vujić, Ph.D., Assistant Professor; Renata Čepić, M.A.

These project has financially supported by Croatian Ministry of Sciences.

The basic points of departure and aims of the Research Project "Adult Education in Croatia based on social changes"

Research project "Adult Education in Croatia based on social changes" starts from previous perception on the cause and effect, and genetic and systemic-structural connections between adult education and transformation of certain segments within the social system and the social system as a whole.

The area of research includes formal and informal skill improvement education within the context of specific social changes. Special emphasis in the decomposition of the departments of the research project is laid upon advancement of the quality of adult education which would instigate economic and social development. In this sense, particular research is undertaken on the relevancy of adult education in light of social and professional needs; existing models of formal and non-formal education; the needs, possibilities, conditions and factors of development; advancement of adult education, and the processes of modeling adult education.

On such a foundation of the theme and departmentalized subject of research, some of the issues of adult education are investigated from the andragogic-communicational, andragogic-didactic, personnel, and socio-structural aspects. Aware of the difficulties that arise from such a complex approach to the subject of research, the research team has set a goal to investigate the accessibility of adult education to a very heterogenic adult population in Croatia, taking into consideration the quality of such education along with the possibility of projecting different models that would find useful applications in practice.

This research goals is departmentalized into operational research tasks among which emphasis should be laid on the following:

1. Investigation of the existing models of adult education and the theoretical and methodical in the making of these models and instruments for their evaluation;
2. Inquiry into the aspects and conditioning factors, as well as into the relevancy of adult education in view of the circumstances of the society and perspectives for its development;
3. Comparing the development with the situation and perspectives and trends of development on a worldwide level;
4. Research on the needs, conditions, possibilities and factors of adult education development, especially skill improvement;
5. Research of basic components (aims and contents, organzational and tehnical, andragogic-didactical, socio-psyhological, personnel ...) and designing of a hypothetical model of adult education.

Although issues remain open in such a broad approach to the subject, goal, and tasks of the research consider that in order to make essential move in reconstructing adult education it is necessary to investigate the suppositions of adult education based on social and professional changes; contribute to the creating of a theoretical and methodological model of adult education as an exemplar for long-term systemic-structural research of adult education rid of practicalness and voluntarism.[6]

The research starts from the assumption that adult education in developed countries is an important factor of social development.

Adult education can relatively quickly influence overall social development. Researches anticipate that the research results will contribute to making a theoretical and methodological basis for educational activities, especially andragogy which is a relatively new scientific discipline, and advancing the practice of adult education in Croatia.

Methodological starting points and destinations of the research

The interdisciplinary basis of the subject, goal and tasks of the research has determined the interdisciplinary theoretical and methodological nature of the research with a comparative theoretical analysis of the studied problem and its empirical groundwork.

The research starts from the supposition that the social changes in Croatia and the changes in the system of education, particularly adult education, are essentially interdependently related. These connections and relations are not just the result of a "cause-and-effect" process, but foremost of a genetic-developmental and systemic-structural nature.

In that sense the starting point supposition is that the connection between the investigated variables of social changes and changes in adult education are basis for assembling the structural components and their links into a hypothetical adult education model. In conformity with this methodological starting point the research also applies the methods of theoretical-comparative analysis of scientific and operational data on various models of adult education and their scientific foundations and forms of operationalization; methods of observation of the model and form of adult education; methods of expert opinions; methods of systemic-structural analysis of the adult education model; and methods of modeling educational processes.

The methodological tools are made in conformity with the selected methods of research (for instance: protocols of recordings, tools for analysis of gathered empirical indices, tools for analysis of existing adult education models, tools and procedures for study analysis of a case, questionnaires and progressive classification scales for gathering opinions and attitudes, as well as the tools of experts' opinions ...).

In this research project which was preceded by pilot researching of the results of a previous project carried out by Prof. Silvije Pongrac, it is expected that the present results will be applicable in the practice of adult skill improvement education, particularly in institutions of education, professional associations, and joint trading companies. Furthermore the research results, according to the first partial perceptions, will be applicable in the founding of substantive, andragogic-didactical, technical, personnel, sociological and other components for improvement of the quality and effectiveness of adult education. All of this would have an impact on establishing the standards of professionals who organize adult education.

'Preliminary research results indicate that necessary changes of the objective-contextual, organizational, material and tehnical, didactic-methodical structure of the system of adult education should be undertaken in order to enable an easy reach of this segment of education to a heterogeneous population of its potential users. The existing models can not meet the demands of the interests of the potential users.

In addition to numerous theoretical and methodical issues that appear in conceptualizing and executing of the research project, the researchers face the problem of adequate coverage of the basic components of adult education within a framework of social changes and factors of interdependent relations; the issues of all-inclusive systemic-structural and other analytical approaches to the studied problem, and moreover the possibility of the research to cause a turn in the observation of relations between education in general, and education of adults, as well as in the social system's subsystem, and in the social system as a whole.

A broader social context and endeavor is required for such a change in the philosophy of relations towards education. It is exactly this turn, as the researchers are well aware, that represents the suppositions for a long-term usefulness of the research and dissemination of its results.

However, even it only a small step in that direction is made, the purpose of research project "Adult Education in Croatia based on social changes" will be fully accomplished.

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Boris Banovac

SOCIAL CHANGES AND VALUES AS A CONTEXT IN ADULT EDUCATION

Summary: In his paper the author views the problem of relations between social changes and values in transition societies. The first part of the paper points to the problem of conceptual demarcation between social changes and transition processes. Contemplating the relation between late modernization and the transition process in post-socialistic society, the author underlines the meaning of changes of the system of values in transition. The results of empirical research of valuation orientations that the author conducted in 1998 on the territory of Istria point to the existence of different value patterns. Namely, the territory where the research was performed indicated that the most widespread values are ones that are characteristic of the modern society. The modernization processes and valuation orientations in this sense represent a favorable social context for adult education.

Key words: social changes, transition, late modernization, values, adult education.

1. Social Changes and the Transition Process

The term transition is often used as a synonym for social changes (transformations). On the other hand any contemporary discourse on the problem of social changes must be placed into the scope of processes of modernization that determine the development of contemporary society. The likening of the mentioned terms has particularly become a common occurrence on a political and colloquial level of speech concerning problems of development in post-socialistic society, but is also present in scientific debates. Recent sociological analyzing of the different dimensions of transition processes, here as well as abroad in other transition societies, point to the need for a more distinct differentiation between the term called social changes and the term called transition, because such terminological vagueness may cause theoretical, methodological and practical problems.

Although the term transition comprises different meanings, as after all does any other term transferred from colloquial usage into scientific debates, nevertheless the predominant opinion today is that the term transition includes a series of desirable goals as well as the process of change from a totalitarian society into a liberal-democratic one. (Cifrić et alt., 1998: 7) In scientific and professional literature, transition is a term that indicates a dismissal of revolutionary transformation of the society and an acceptance of reforms as the mechanisms of social changes. The specific aims of this process that occur most frequently are: the transference to a market economy, the introduction of a multi-party system and the rule of law.

In sociology the term social changes (transformation) has a more general and profounder meaning. We comprehend social changes as an alteration of the fundamental social structures within a certain period of time, which means that social changes occur primarily as changes of fundamental social institutions. (Giddens, 1997: 521).When speaking of social changes, sociologists of the second half of the 20th century mainly focus on the process of modernization as the general context of all structural changes in contemporary society. In that sense the modernization process emerges as the process of all-inclusive change of all aspects of social life (technology, science, education, religion, the family, etc.). The processes of post-communistic transitions are no doubt components of modernization processes, but they represent only one separate and contradictory aspect of the more general and intensive transformation of modern society. An oversight of the mentioned terminological distinctions will lead to theoretical and empirical ambiguities, particularly when the point in question is the cultural aspect of social changes that are reflected in the changes of evaluative tendencies. In spite of the initial revolutionary rhetoric of some authors (Dahrendorf, 1996), the transition of post-communist societies has basically taken on a predominantly evolutionistic quality. The point in question is an attempt to establish a form of social organization on a model of a modern civil society at the least possible economic and social cost[1] and within the shortest possible period of time.

On a theoretical level the identification of transitional processes with the more general and broader term of social changes result in simplifications that mean a return to evolutionistic comprehension in its simplest forms[2] that have been overcome a long time ago. Such a theoretical setback is an obstacle to an understanding of the dynamics of social changes. In this sense A. Giddens places special emphasis on *discontinuity* as an essential characteristic of modernization. In his opinion, the scope and intensity of changes brought about by modernization are such that it is not possible to explain them on the basis of changes in earlier historical periods. (Giddens, 1990: 5) The discontinuity that separates the traditional from the modern society is revealed in three essential characteristics:

1. the extreme swiftness of the changes reveal themselves in the field of technology, but also include the other spheres of social life;
2. the goal of the changes are of a global nature and they are revealed in the linkage between different parts of the world;
3. modern institutions such as nation-states, the world market and modern cities emerge in history for the first time, or their pre-modern forms had been resting on completely different principles.

Thanks to these characteristics, processes of modernization become all-inclusive. They include the transformation of the total heritage economic, political and cultural.

The transition of post-communist societies, as a specific process within the framework of modernization changes, does not have such latitude, at least not in the sense of its programmatic aims. The aims of the transitional processes could be comprehended chiefly as endeavors to rationalize relations in the economical and political spheres of the life of the society. In that sense the political program of the transition[3] strives to copy and reach its model, and this is a western type of modernization process. Hence the new political elite in all the countries in transition find that the main support for the legitimacy of their reign is in the modernization of the society. However, the problems are numerous and evade any kind of reductionism. The dissolution of socialistic monism increased the formation of manifest and latent conflicts.[4] The conflict formations emerge between the various actors in the transition process, as well as within themselves.[5] The only visible conflicts are those that are manifested in forms of violence, whereas the majority of the deep-seated latent conflicts remain invisible at first sight. This however does not mean that they do not have an impact of the structure of interaction between the social actors. (Galtung 1995: 274)

The sources of these conflicts and contradictions are multilateral. They are influenced primarily by the character and achieved degree of modernization within the framework of the former socialistic social system. Modernization processes, regardless of how we see them,[6] represented together with its ideological baggage the main basis for the legitimacy of former elite, while there were essential differences in the realization of the modernization aims. Dissimilar starting positions also led to different levels of conflict within the transition process. In that sense it is reasonable to assume that the higher degree of modernization attained within the framework of the former system would as a consequence bring about a lower level of conflicts in the transition process, regardless of whether the point in question refers to economical rationality (development of a market economy), or to political (development of demo-cratic institutions).[7] The reason for this lies in the fact that a higher level attained in the modernization process enables a higher level of institutionalization and easier control of social conflicts. In the field of economic policy it means a lessening of the gap between the rationality of the wage-labor relation and the social demands through institutionalization of the industrial conflict. On a political plane the differences in the level of modernization can either facilitate or hamper the formation and activity of the actors of a civil society as one of the main aims of the political program of transition.

The real test of transition societies lies in the realm of culture. The system of aspirations, the values of cognition that spread within a certain society represent the central components .of culture. (Inglehart, 1990) Although the transition goals are primarily defined in economic (the market) and political (democratization) categories, the attainment of recent achievements of western societies would not be possible without a change of values, both on the level of the society as well as on the level of the individual. After all, one of the main problems of modernization in developing countries was always to create a system of values that would correspond to the socioeconomic aims of the modernization. The former experience in modernization points to two possible ways of changing the system of values. The first is of an exogenous nature, where the value changes originate as the result of changes in the socioeconomic structure. A classical example of this is industrialization as a consequence of colonial domination. The models of so-called non-capitalistic modernization in the former socialist countries operated in similar fashion. In both of these examples the implementation of new values evolved under the assumption of extraordinary centralization of political and economical power, thereby striving to push aside traditional values depicting them as marginal in the life of a society. The second form is an endogenous process of change in the system of values. These changes are also a result of changes in the structure of the society, but they are not externally implemented, but rather are an expression of the internal needs of the society for cultural changes in cases when traditional values become obstacles to further development. In the transition processes there are renouncements of systems of values that emerged as the result of industrialization during the former social system, their essential elements being made up of egalitarianism, collectivism, internationalism, and the like. Simultaneously, values characteristic of the modern civil individuality do not succeed in forming a new system of values since its structural assumptions are still to be created. This clash is the real source of a recurring traditionalizing of the cultural sphere that occurs "as a revision of the former ruling interpretation of cultural history". (Kalanj, 1998: 30) This return to the traditional that takes place in most of the transition societies is a deeply contradictory process, and is particularly revealed on the level of valuation trends. Since the aims of transition are deduced from modern and democratic values, the recurrent traditionalizing in the form of shutting in to one's national, ethnic, religious and local borders has a conservative effect on the processes of passage from a totalitarian to a democratic society. On the level of the social actors the return to tradition is expressed in various forms of collective identification on pre-modern foundations.

In the spheres of politics and economy rationalization is reached considerably easier, which does not mean that they evolve without any problems.[8] The least disputable are the economic goals of transition whose backbone is privatization and the establishment of a wage-labor relationship. The real problems of transition, although less perceptible, appear in the cultural sphere. It represents the real arena of divisions and dualism of values, aims and standards.

2. Identity and Values Orientation of the Transitional Society

If the point in question is the basic conflicts that include the need for survival, a standard of living, freedom and identity, this will cause frustrating situations which on the long run increase the probability of conflict. On the level of the individual from the aspect of changes of values orientation, the most important issue is that of identity. Besides being a fundamental human need, identification with one's social group has a functional significance for the group as the main source of group solidarity. The successful formation of collective identities and of the self-identification of the individual as a member of the group are essential conditions for social integration of the individual, meaning that identity is an essential condition of man's self-preservation as a social being. Hence disruptions in the construction of personal and collective identities have as a consequence deep social crises as well as crises of personality. (Yadov, 1995: 37) Identity as a reflection of belonging to a community is an important element of social change since the performance of social actors is the major factor of change. An identity crisis is therefore represented as a crisis of social development. A good example of this is the apathy that was characteristic during the last phase of development among the societies of so-called "real socialism" and it represented one of the main causes for the failure of all efforts to reform the system.

The dissolution of one-party systems in Eastern and Central Europe unveiled monism and universalism and revealed the full complexity of the identification processes that had during the entire previous period maintained the illusion of an ideologically implemented political, class and national uniformity. The diversity of the legitimate interests and aspirations for their free expression characteristic of the modern society represent the real foundation for the formation of various individual identities that are only expressions of modern man's belonging to different social groups (national, ethnic, corporative, religious, regional, local etc.). In that sense it is justified to assume that the transition process will by eliminating the totalitarian impact of ideological valuations release the autonomous activity of the individual. In the process, however, it is necessary to bear in mind two aspects of this "replacement" of values: first of all, the main actors in the transition process strive at all times to emphasize the value *discontinuity* and instead of values such as the party, the leader and the state, transition sets up democratic values (pluralism, multi-party system, parliamentary control of government, free elections etc.); and second, this "replacement" of values takes place most often in situations of material shortages and a complete deficiency of institutions of civil society, which hampers a real value turnabout. As a rule, in such situations identity seeks and finds a foothold in traditional values. The dualism of the modern and the traditional represents the real context of the transition process. In such circumstances the identification of social actors is burdened with contradictions and latent and manifestible conflicts. When the point in question is investigation of the value structure of the transition society, one should particularly take into account a series of contradictions that may serve as a practical source of hypothetical suppositions.

a) The new stratification structure of society is taking place, which means that status identification is hindered. This is influenced by the relatively high unemployment rate that is a distinct characteristic among almost all the transition societies.[9] It is realistic to assume that influence on the weakening of status identity is also caused by exaggerated expectations that transitions arouse among various stratified groups. Liberalization on the economic plane and abolition of ideological anathemization of free enterprise instigated a large portion of the populace to have unrealistic aspirations of ascending on the stratification ladder.[10] On the one hand a narrow stratum of entrepreneurs that dominate with the economic resources, for a number of reasons, found themselves in an ambivalent situation. The link between neo-liberal values and the return to tradition become a fruitful ground for the production of hybrid models of behavior in the economy in which economic and political power are connected. On the other hand a deficiency of mechanisms of a social state make the social contrasts distinctly apparent. Stereotypes that are created in such a situation are often connected to other forms of identity divisions such as national, ethnic, religious and territorial, which only reinforce the social tensions.

b) Political and ideological identification is extremely unstable. A part of the reason for this is in the endeavor of the greater part of the populace to distance themselves from the ideological monism of the socialistic period. However, the main influence on the formation of new political identities are social actors who are operative in the political arena of the transition society. Political parties and movements are still in search for their role on the political scene, but the political and ideological identification is hindered due to the fragmentation of the political space comprised of old and new ideological components. Under such conditions parties and movements are not clearly recognizable by their ideological and programmatic characteristics, but instead the voters identify more with the leaders than with the parties and movements.

c) In the transition societies the process of democratization and recognition of pluralism strives towards a decentralization of authority. The result of this process is an essentially transformed regional identification. We note continuous increase of various forms of immediate territorial identification, such as local and regional. Identification with greater territorial entities loses the primacy that it had in totalitarian systems." The new localism (Teune, 1996: 114) does not have much in common with the reticence of the old "parochialism". In comparison to the old localism that is incompatible with democratic changes, the new localism comprises expressively democratic values such as the openness of borders, trans-border cooperation, intercultural and interethnic interests. On the other hand this does not mean that identification with the national state is diminishing.

> According to the results of empirical research into contemporary regionalism, a quite common phenomenon, especially in frontier regions, are multifunctional hierarchically organized regional identities that do not exclude each other. (Banovac,1996)

The mentioned designations have no intent to support any homogenous forms of identification that ought to occur with the formation of modern identity. In the societies of late modernization identity has an open structure (Kalanj, 1996: 164) and can include not only diverse, but contradictory values as well. Precisely in this lies the complexity of identification processes in contemporary societies. However, this structure has to be hierarchically organized so as to avoid crucial situations on an individual and social level. The individual and social levels, when values are the point in question, bring formal and informal institutions together. They represent organized and structured forms of normative behavior and values. The transition process in this sense may be comprehended as a process of institutional formation of the post-communist social structure wherein various options of structuring of individual and collective identities "come into play". As to the kind of value structure that will prevail within the various fields of social life (economy, culture, science, education, the political arena), this mostly depends on the starting point suppositions (the level of economical, cultural and political development), the initialized process of structuring and the leading social actors of the transition, such as the political elite, the opposition groups, the social movements and the holders of economic power.

3. Empirical Research of Value Orientations

Research into the values and value orientations are of multiple importance for understanding and explaining social changes. As far back as E. Durkheim had demonstrated, values have the assignment to maintain and reinforce social structures. Values give sense and meaning to various parts of the social system. They are therefore an essential component of social institutions and as such they are resistant to social changes. Therefore basic values can be understood as a system of values that are themselves structured and institutionalized.[12] The research into values and value orientations in that sense enables a more objective comprehension of the conservative effects of various social institutions that are particularly of importance for the transition processes. On the other hand social changes always constitute a quicker or a slower change of the contents of the system of values.[13] In that respect value orientations can be used as indicators of social changes. When the point in question refers to transition processes that have as their major goal development of economic and political institutions of the modern civil society, the recognition of modern values is at the same time a necessary condition of this process and indicator of the attained degree of transition.

The general assumption that we began with in the research into value orientations on the tested territory[14] can be expressed in the following manner: transition processes inspire the simultaneous performance of diverse, often contradictory, values that strive to shape into relatively consistent value orientations wherein the main line of the latent conflict is drawn between traditional values and those characteristic of societies of late modernization. In an empirical sense this assumption arises from the fact of a loss of credibility in the previous system and consequentially this is the cause of a search for alternative values that can serve the newly established order as the foundations of legitimacy. Likewise we may assume that there are, between these two extremes, orientations of transitory character that do not have fully differentiated structures.

In our research we used an instrument that included 54 particles of which each one expressed a value. On a scale of 1 - 5 the interrogees replied to what extent they accepted each value. The basic insight into the degree of acceptance of the various values are given in Table 1 which shows the mean value per particle. For better insight the particles are ranked with regard to the degree of their acceptance.

From the distribution of the mean values of acceptance it is evident that the interrogees gave highest grades to education, knowledge and science and to new technologies. All these values are characteristic for the so-called postmaterialistic set of values that R. Inglehart refers to. According to the degrees of acceptance these values are very close to the values that are typical of the economic and political system of liberalism during early modernization (labor efficiency, free initiative, free enterprise, minority rights, ethnic coexistence). The least accepted values are the ones that are characteristic of pre-modern value-systems. These are: trust in leaders, domination, superstition, prohibition of abortion and the right of the strongest.

Table 1. **VALUES**

	MEAN	S.D.
EDUCATION	4,47	0,673
SCIENCE	4,45	0,675
MEDICAL TECHNOLOGY	4,41	0,663
NEW TECHNOLOGIES	4,40	0,667
EQUALITY OF SEXES	4,39	0,754
INVESTING IN SCIENTIFIC WORK	4,32	0,763
COMPUTERIZATION	4,30	0,767
MINORITY RIGHTS	4,29	0,683
WORK EFFICIENCY	4,29	0,703
FREE INITIATIVE	4,27	0,705
FREE ENTERPRISE	4,20	0,806
ETHNIC COEXISTENCE	4,17	0,789
PROFESSIONAL CAREER	4,14	0,705
LAND OWNERSHIP	4,13	0,768
ORDER AND STABILITY	4,12	0,747
DIVERSE POLITICAL INTERESTS	4,11	0,728
PRIVATE OWNERSHIP	4,10	0,893
KINSHIP	4,08	0,853
CUSTOMS & LIFESTYLES	4,04	0,756
CHILD OBEDIENCE	4,04	0,756
RESPECT OF REGULATIONS	4,03	0,763
TRADITION	4,01	0,841
FREE DIVORCE	3,99	1,137
ETHNICALLY MIXED MARRIAGES	3,87	0,951
RELIGIOUS HOLIDAYS	3,85	0,966
SOCIAL CHANGES	3,76	0,729
CITY LIFE	3,72	1,027
TRUST IN THE JUDICIARY	3,72	0,890
PRIVATE SCHOOLS	3,71	1,014
PATRIOTISM	3,68	0,948
PRIVATE HOSPITALS	3,66	1,083
NATION	3,58	0,918
VILLAGE (COUNTRY) LIFE	3,58	1,055
NATIONAL UNITY	3,58	0,968
TRUST IN THE STATE	3,57	0,916
IMPRESSIVE PERSONALITIES	3,54	0,955
POLICE	3,51	0,855
YOUTH REBELLION	3,48	1,001
REGIONALISM	3,48	0,939
STATEHOOD	3,41	0,934
LABOR STRIKES	3,40	0,980
CLERGY	3,31	1,158
ETHNIC ORIGIN	3,26	0,963
OBEYING ORDERS	3,22	0,915
THE MILITARY	3,06	1,051
EXTRAMARITAL ASSOCIATION	3,04	1,214
STRONG-ARM TACTICS	3,00	1,128
ALTERNATIVE MEDICINE	2,99	1,156
POLITICAL LEADERS	2,67	1,055
MALE SUPREMACY IN FAMILY	2,66	1,207
MALE & FEMALE JOB DIVISION	2,62	1,140
BELIEF IN HEALER MIRACLES	2,29	1,069
PROHIBITION OF ABORTION	2,07	1,340
RIGHT OF THE STRONGEST	2,05	0,990

A more concrete insight into the structure of value orientations are rendered from the results of factor analysis of basic components. The factor analysis extracts six factors that in total contain 47 interrogated particles (values), and together they explain 48,6 % of the total variance. The tables from 2 to 7 display these value profiles and their contents.

Table 2. **Factor 1. TRADITIONALISM**

NATIONAL UNITY	0,706230
THE NATION	0,688587
POLITICAL LEADERS	0,680681
PATRIOTISM	0,678667
STATEHOOD	0,660231
TRUST IN THE STATE	0,625561
STRONG-ARM POLICIES	0,595631
CUSTOMS & LIFESTYLES	0,593348
SUBMISSION TO SUPERIORS	0,568647
ETHNIC ORIGIN	0,567719
TRADITION	0,556036
RIGHT OF THE STRONGEST	0,513248
KINSHIP	0,484282
POLICE	0,467827
IMPRESSIVE PERSONALITIES	0,459747

Table 3. **Factor 2. INNOVATION**

SCIENTIFIC ACTIVITY INVESTMENT	0,737022
NEW TECHNOLOGIES	0,719979
EDUCATION	0,690984
MEDICAL TECHNOLOGY	0,666127
SCIENCE	0,650023
COMPUTERIZATION	0,616336
LABOR EFFICIENCY	0,597645
PROFESSIONAL CAREER	0,549986
FREE INITIATIVE	0,544918
EQUALITY OF THE SEXES	0,485640

Table 4. **Factor 3. PRIVATIZATION**

PRIVATE HOSPITALS	0,792649
PRIVATE SCHOOLS	0,779787
PRIVATE OWNERSHIP	0,588145
REGIONALISM	0,487828
LAND OWNERSHIP	0,468119

Table 5. **Factor 4. SOCIAL CHANGES**

YOUTH REBELLION	0,618056
SOCIAL CHANGES	0,472563
ALTERNATIVE MEDICINE	0,438639
MALE & FEMALE JOB DIVISION	-0,603680
SUPERIOR ROLE OF THE MALE	-0,590100
PROHIBITION OF ABORTION	-0,508090

Table 6. **Factor 5. CONSERVATIVISM**

PRIESTHOOD	0,642615
OBSERVATION OF RULES	0,580264
TRUST IN THE JUDICIARY	0,540034
RELIGIOUS HOLIDAYS	0,458952
ORDER AND STABILITY	0,443846
EXTRAMARITAL ASSOCIATION	-0,515840

Table 7. **Factor 6. COMMUNITARIAN LIVING**

ETHNIC COEXISTENCE	0,634623
MINORITY RIGHTS	0,569013
ETHNICALLY MIXED MARRIAGES	0,529142
VILLAGE (COUNTRY) LIFE	0,486166

Upon observation of the attained value profiles, we could come to the conclusion that the issue basically deals with two fundamental orientations. In the first one we see a predominance of the set of values characteristic for societies of early modernization. The point in question is a mixture of modern values (nation, national unity, statehood) and traditional values (hardline attitude, customs and lifestyles, ethnic origin, the right of the stronger). The recognition of private ownership in the realm of economy, but also in education, health care and culture, is an essential characteristic of early modernization. Conservative values are likewise components of the society of early modernization and their social significance arises from the aspiration to stabilize the institutional framework of the society.

The second set of values is more typical of societies of late modernization. The backbone of this set of values is the valuation of science, new technologies, education, computerization, equality of sexes. Factor 4 also fits into the value structure of late modernization since it expresses the aspirations for change or brings established values into doubt (assignment of roles on basis of sex, male domination, prohibition of abortion). Values close to these orientations are listed under Factor 6, since it is possible to interpret them within the framework of the earlier mentioned comprehension of the "new localism".

The interpretation that has just been designated is akin to the comprehension of changes in the system of values about which R. Inglehart speaks, though we must bear in mind that Inglehart's model originated from an attempt to explain changes in systems of value of the developed western societies. According to Inglehart (1990) up till the 16th century traditional ethics granted stability to the economy of survival. Protestant work ethic (M. Weber) upset this balance and introduced the spirit of capitalism that launched a new economic model with, at the time, yet unseen potentials of development. Today, in developed industrial societies in a situation in which material wealth is shaping a new set of post-materialistic values that will through a generation change (socialization) bring about a redefining of the models and goals of economic development. The question is, however, to what extent is Inglehart's model applicable for the transition society in light of its "bondage" by material want. On the other hand the goals of the transition process are to reach the political and economic achievements of western societies. A solution of this "transitional paradox" is not possible within the framework of materialistic approach to social development that starts from the priorities of the economic structure in development of the society. The success of the transition does not depend only on economic capital, but also on cultural capital whose expression is found in the set of values of late modernization. Values such as science, education and modern technologies in this respect have a special significance. The quoted research results instigate certain optimism with regard to recognition of value orientations that are essential for the realization of the political and economic aims of the transition process. In spite of this, the active influence of knowledge and science (hence, of education) will depend on the valuation of these cultural resources by the political and economic elite and on their need to, through science and education, look for the legitimacy of their own social status. (Županov, 1998: 110)

4. Social Changes, Values and Adult Education

In our opinion, the importance of adult education under conditions of transition should be judged primarily from the standpoint of the social relations towards which the transition society is aspiring, and these are the western societies of late modernization. In the closing part we just wish to point to some tendencies and processes that should be borne in mind during the discussion on the role and meaning of adult education under circumstances of social change. Science as a resource and education as the main "facility of transport" of this resource are by all means essential elements of cultural capital.[15] In circumstances of rapid social changes of the kind that are taking place in developed industrial countries, socio-cultural capital can have a value that is no less than that of economic capital. In conditions of information technology, science and knowledge, education becomes one of the integral elements in the production process and as such has a direct impact on productivity and insemination of production capital whereby the institutionalization of science attains completely new dimensions. These processes of transformation of the role of science and education have an inexorable effect on the reconstruction of the institutions of education and changes in the process of conveying knowledge. As research in the developed countries shows, formal education and qualified teachers are no longer the major source of current information and dissemination of the scientific horizon. These roles are in a continually increasing extent being taken over by various media that enable direct access to the sources of information without the censorship of parents and teachers.[16] In the forthcoming period we may expect further diminishing of the influence of formal patterns of education not only with regard to conveyance of information, but also in the sense of influence on the lifestyle of people. The combining of diverse media for the purpose rationalizing the manipulation of information as much as possible, particularly through the use of satellite technology, inexorably leads to the weakening of former authorities in the education process from the family via the school to the nation-state. On the other hand, the accessibility to all levels of formal education for the majority of the members of a society decreases the social value of formal education. Formal qualifications gradually lose their significance, or are at least inadequate in the processes of social promotion and vertical mobility.[17] The third aspect that stresses the importance of adult education consists in "re-orientation in the conveyance of knowledge". While it was common in stable traditional societies to transfer values, moral norms and knowledge from older generations to the younger, in the circumstances of rapidly occurring social changes we note an increased frequency of examples of redirecting the education process between one generation and the next. The languidness of the formal education process is in opposition to the speed of changes under the circumstances of late modernization. Knowledge that refers to new technologies already becomes obsolete after 2 to 4 years, whereas the restructuration of the formal education system lasts for decades.[18] Therefore it is not surprising that pupils and students are often more informed about computer technology than their teachers. In an attempt to solve these contradictions various forms of "open universities" emerge to bypass the complex and inflexible system of managing of formal education. A good example in that sense are the so-called "Third Age Universities" that enable senior citizens various contents of education in accordance with their own choice. (Giddens 1997: 427) A particular encouragement for these processes are the new possibilities for adult education that are opening up through the ever increasing mass utilization of the latest communication technologies such as the Internet and its interactive linkage to other electronic media.

Endnotes:

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[1] When the point in question refers to the transition process in the states that were established on the territory of the former Yugoslav federation, such an attempt was not applicable due to the occurrence of war. Taking into account the realized level of social, cultural and economic suppositions for a capitalistic type of modernization, this occurrence has probably decelerated the transition of the Croatian society at the most.

[2] In reference to the problems of the theory of evolution and social development, see: Katunarić, Vjeran (1994). Labirint evolucije, Zagreb: SDH and the Institute for Sociology of the Faculty of Philosophy (Zavod za sociologiju Filozofskog fakulteta) in Zagreb.

[3] The transition processes are supervised by various (mostly national) parties that function as political elite, in other words as the main actors in the transition process and this considerably determines the nature of the changes.

[4] J. Galtung defines conflict as "incompatibility between two or more goals in a system striving to achieve them" (Galtung, Johan (1995). Emerging Conflict Formations and New World Order, in: A. Gasparini; V. Yadov (ed.) "Social Actors and Designing the Civil Society of Eastern Europe" Greenwich: JAI Press, p. 273

[5] The term actor is used here in the sense of social groups that are organized for the purpose of achieving various goals. In this sense the term includes: political

parties, volunteer organizations, enterprises, religious organizations, ethnical movements etc. The social actors differ in relation to the degree of the organization, which has an impact on the degree of its structural (in)formality, and that is in connection with a more precise or less precise determination of the goals that are wished to be attained.

[6] In literature different terms are used to designate the specificity of modernization in the developing countries: modernization from higher authority (from above), political modernization, unfinished modernization, one-sided modernization.

[7] Needless to say, this "internal" assumption may be "altered" by various forms of inter-conflict situations, such as international and inter-ethnic conflicts, which, as the example of former Yugoslavia shows, can delete the bulk of the assumptions that the transition process attained.

[8] The major problem is surely in the fact that the society in transition does not have any constituted formal or informal institutions of civil society.

[9] In the East European countries after 1990 there has been an abolition of more than seven million jobs (Kalanj, 1998). Tranzicija, konsolidacija demokracije i pitanje kulture, in: Cifrić, Ivan et al. Društveni razvoj i ekološka modernizacija, Zagreb: SDH and the Institute for Sociology of the Faculty of Philosophy in Zagreb

[10] The rise in unemployment and the tendency towards vertical mobility caused the formation of a large number of miniature private companies of which only a small part were functional.

[11] According to the results of research into regional belonging in the Croatian part of Istria the highest degree of affiliation was established on the regional level, and coming in second was local affiliation (city, district), and only in the third place was the affiliation to the national territory. (Banovac, Boris. Društvena pripadnost, identiet, teritorij. Sociološko istraživanje regionalne pripadnosti u Istri, Rijeka: Pravni fakultet, 1998., p. 156).

[12] Three social processes have a particular impact on the institutionalization of values: development of religion, development of literacy and development of law (B. Giesen, D. Goetze, M. Schmid: Mutamento sociale, in: H. Reiman, Introduzione alla sociologia. Il Concetti fondamentali, Bologna: Il Mulino, 1982., pp 125-126)

[13] Thus, for example, the expansion of literacy in modern societies had as a consequence access to normative and valuation systems for ever wider social

classes and this directly led to the recognition of democratic demands and values.

[14] Research work was conducted in January 1998 within the framework of the project "Modernization Processes and Forms of Territorial Identification in Istria", which was supported by the Open Society Institute of Croatia.

[15] See in this respect: Ž. Paić (1998) Kulturni kapital, habitus i racionalni izbor (O nemogućnosti artikulacije "trećeg puta"), in: A. Štulhofer, M. Meštrović: Sociokulturni kapital i tranzicija u Hrvatskoj, Zagreb: Biblioteka Revije za sociologiju, page 65.

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[17] This is certainly one of the reasons for the continually increasing dropout rate in the process of secondary school education in the developed countries. Up to 60% of American students in urban areas do not finish secondary school education, but rather seek alternative ways for social promotion. (J. Hartman, ibid., page 263.).

[18] Besides, the point in question is not only a change of contents in textbooks. A specific problem is the fact that "the teachers themselves have to be taught" to work in the new conditions, which often means educating and qualifying new generations of teaching personnel. If we add to this the problem of creating the material prerequisites (schools, study-rooms, laboratories, equipment) it becomes certain that the process of reconstruction of formal education may last for decades.

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Ilija Lavrnja

DIFFERENTIATION AND INDIVIDUALISATION IN ADULT EDUCATION

Summary: This paper discusses the problems of differentiation and individualisation as basic prerequisites of educational processes and phenomena, and within this context, differentiation and individualisation in adult education. This problem, not at all a phenomenon of the new age, has always been subject to re-conceptualisation, according to the new ideas and democratisation of the educational process. Individualisation and differentiation are particularly actual in the field of andragogical theory and practice. They are not only its starting points, and even less andragogical-methodological principles, but also an essential component of philosophy and concept of adult education, in which potentials of an adult person, member of a "learning community" could be liberated.

Key words: differentiation and individualisation in adult education

Why about problems of differentiation and individualisation over and over again

In a variety of fields of human activity, including education, the problem of differentiation and individualisation has been analysed in such a large number of papers, so that one may well say it has become a topic of dissension among various sciences (philosophy, sociology, anthropology, psychology, pedagogy, law, politology...). What's more, it has always been influenced by divers socio-political forces and viewpoints. The game of these two notions (differentiation and individualisation), as it has been ironically noticed, belongs to the "most favoured scientific and social games". Actually, as if discussing individualisation and differentiation had become a matter of prestige. This is of special avail for the phenomena of education and sciences, which have been studying these problems from various aspects. Individualisation and differentiation in the field of education act as a "*locus communis*" in every discussion about these phenomena, regardless of the context, which pops that topic out and aspect from which it is being analysed.

The problems of individualisation and differentiation in the field of education are neither new from the point of view of pedagogical theory nor from the educational practice. They are not phenomena peculiar only to the modern times. These questions had sprung up alongside with the appearance of education. Let us just remind ourselves that they had already been present in ancient Greece, where the educational practice had to deal with its basic issues:

Who has the primacy in education - the single person (the individual) or the society (the state, the community...)?

In philosophical and other reflections the answers to these questions vary, while in the educational practice they are highly polarised. There are those that ascribe primacy to the individual (the single person) and those that prefer the society, the state, and a group - in other words the social context within which the educational process is being realised. This dissension between educational theory and practice in two streams: the individual one (individualistic pedagogy), on one side and social pedagogy, on the other side, has been still, one can without hesitation say, going on. There were numerous attempts to find a compromise between these two antagonistic points of view. But in spite of all efforts invested and cognition reached this dissension has neither been solved in scientific disputes, nor, what is more important, in educational reality. Even if it were possible, by arguments, oppose the idea that each person is an unrepeatable individual with its authentic, natural personality, still, persisting thereupon could not solve numerous questions related to the affirmation of individuality in concrete conditions of educational practice. This should be taken into consideration in all the situations of the educational reality and adjusted to the initial assumptions. Such reflections could be found in numerous works dedicated to the educational phenomena along with various interpretations of actualisation and self-actualisation of the unrepeatable nature of a human being. Likewise, we find numerous attempts of actualisation of this authentic nature of an individual in the educational reality. They are enriched with new ideas and viewpoints about power and limitations of the human essence and existence on one side, and the rigid social reality that tries to mould, turn into stereotypes this unrepeatable individuality of a human being, on the other side.

Most probably because of these circumstances, the problem of differentiation and individualisation is constantly being re-conceptualised. This re-conceptualisation is either carried out in the light of new cognition and views upon the human individuality or from the position of struggle of a human being as an individual and, at the same time, member of a social community, to harmonise and liberate the educational reality from the "chains" of its social and socialising function.

There is a more important question at the basis of everything: Which is the position of education within the integral social structure and which is the position of an individual, the one who is being educated on all levels and in all situations of the educational practice?

In order to re-conceptualise the problem of differentiation and individualisation in the field of education it is necessary to carry out the re-conceptualisation of the conception of the essence of education as a phenomena as well as a human act and activity. In the first place, it is necessary to re-conceptualise the attitude towards education as a social function in the relation between the society as a bearer of the educational function and the individual, because it is a partially true conclusion, but yet rooted in educational sciences. Namely, education is basically a process of forming and self-forming of a human being, as well as of a society, accordingly. This turning point does neither mean a negotiation of a possibility (and necessity) to perform the educational act outside interpersonal relations, on a person to person basis, nor a negotiation of the social function of education. On the contrary, it means the conception of this process as an interpersonal act, on a person to person basis along with the liberation of authentic potentials of the individual.

From an emancipated point of view, education should play the central role in the liberation of human potentials as well as its qualifying for social roles in the society, whereupon education functions as a factor of development of an individual, thereby the society as well. Without such a role education has no chances of placing individuals into situations that help them develop their authentic nature, that help liberate them so that they become capable of assuming responsibility for their own development, as well as the development of the society, in all its segments and on all the levels. If a human is by its logos a free, autonomous individual then it is quite understandable that this freedom can be revealed through education.

Educational sciences should necessarily ponder upon these processes as human liberation factors of an individual as well as prerequisite conditions of the liberation of a human being as a member of the society. For all that, the adaptation of a human being can not be a standard for all possible ways of behaviour, the support of the existing, but a critical reflection upon the really possible, the actual. Such an orientation is neither some "restored pedo-centrism" nor an "authenticity cult". It is an anthropological approach to education as primarily a human, individual possibility and necessity and, thus, accordingly, a social and generational notion in which a person is not left to its own "instantaneous possibility", but to the conditions in which its potentials are developed and improved.

The very nature of differentiation and individualisation in the process of education

Differentiation and individualisation are corresponding although not identical notions. First of all, differentiation is a wider notion. Each differentiation does not include individualisation, but each individualisation supposes some form of differentiation.

Analysing the topic from the historical aspect, differentiation appeared earlier than individualisation. Basically it meant division, classification of attendants of educational processes according to various criteria (legal regulations, social class affiliation, psycho-pedagogical characteristics, achievements, potentials and other criteria and proportions). To differentiate educational processes basically means "to group educational attendants in such a way that one or more criteria relevant for the realisation of planned educational goals be taken into consideration" (Strmčnik, 1993).

Differentiation implies a whole array of organisational, substantial, didactic-methodical measures and proceedings for the creation of homogenous or heterogeneous groups of educational attendants so that social or individual educational goals and strategies could be met by means of adjusted (differentiated) contents, goals, didactic-methodical proceedings and styles. We still do not articulate any evaluation estimates out of such earmarking of differentiation in educational processes, in other words, we do not evaluate differentiation either positively or negatively. This, namely, depends on the criteria and goals, proportions and duration of a process of differentiation. It is quite understandable that, when socio-economical, as well as pedagogic-psychological criteria (abilities, knowledge, values, interests, motifs...) are used as permanent elements for a continual and relatively long-term differentiation of educational process attendants in relatively homogenous groups, and, when out of these facts differentiated goals, contents and quality of educational proceedings are drawn, they not only happen to be undemocratical, but even retrograde.

On the other side, if differentiation is realised in shorter periods of time by means of, both, external as well as internal differentiation of both, homogenous, and heterogeneous groups by means of carefully chosen criteria, it can, in any case be a highly democratic and humane educational differentiation. Therefore differentiation is not only a starting basis, or, even less a didactic principle that could lead towards models of behaviour within educational processes, but a fundamental component of educational processes and phenomena. By commitment to differentiation that does not include a continual and constant differentiation of educational attendants, either by means of exterior or interior forms of differentiation, and that is aimed at the development of individuality of each participant in the educational process, we reach to the notion of individualisation. It is a differentiation that does not rely only upon momentary differences in any sphere of each individual, its momentary possibilities, but takes into account a possible optimal development.

Individualisation in educational processes could be defined as a process of a "very consistent differentiation". It finds its foundations and argumentation in psychological, anatomical, physiological perceptions as well as in numerous anthropological sciences that are, by the way, constantly being supplemented by new perceptions and viewpoints. Initially one should start from the idea that in educational processes besides differences of sex, age, social environment and others, the differences from the sphere of anthropogenic and somatic characteristics are of paramount importance. One should also take into consideration differences in cognitive and other possibilities, volition-emotional characteristics and tendencies in behaviour and response. Educational individualisation is, contrary to differentiation, anthropogenically and anthropologically-psychologically preconditioned.

Differentiation is, on the other hand, socially and sociologically preconditioned. Individualisation is, by its social orientation, subjected to differentiation, but in its basis, if we observe it from the philosophical (essential and existential) point of view, from its anthropological-human orientation towards each unrepeated individual, whereupon the whole educational process squares its conduct, a notion superior to differentiation. Individualisation always relies upon differentiation - without it the process of individual, personal development would not be possible. Unfortunately, differentiation does not always, and at any cost, rely upon individualisation of a particular phenomenon. Individualisation is oriented towards the development of the individual-personal identity, this being one of the fundamental functions of the "*paiedea*" of education in which the formation of the individual-personal identity is at the same time an act of self-identification, self-definition and solidarity. The result of the process of individualisation is the formation and self-formation of a human being from a "natural and social *physis*" to a self-reliable personality or individual. A human being becomes an "agent of its personal progress" through the process of educational individualisation insofar as this "agency" is supported by the "civilisation-cultural" possibility of action of this human being. Differentiation supplemented by individualisation as the "most consistent and humane" differentiation enables the development and "shaping" of individual differences and social positions that manifest themselves through a human being, an individual.

Differentiation and individualisation in adult education

Adult education, as part of the system of education, is basically a process of a differentiated and individualised approach. Differentiation and individualisation are immanent to educational processes. Namely, if the starting point is the idea that adult education is a continual, life-long concept of training of a person in a "learning community", then it is quite understandable that these processes comprise each individual in its "non-repetition". Realisation and self-realisation of an adult is only possible owing to a differentiated individualised approach that is neither only based upon declared commitments nor didactic-methodical demands (principles), inasmuch as they do not reach only to the "door-step" of various forms and models of adult education.

Differentiation and individualisation are the very skeleton of "the philosophy and concept" of adult education into which an individual is included, starting from its personal needs, possibilities and conditions. That only does not imply the necessary condition for the realisation of the existential needs enforced by social terms and demands of adjustment to the social, technological and other changes, to which a grown up person simply has to adapt in order to be able to follow the trends of development so that he/she could be "socially useful and relevant" (Geissler,1995). From the viewpoint of differentiation and individualisation adult education should simply be conceived in such a way that it enables integration to the process of education on the basis of personal needs of each individual. The individual should be given the chance to develop its own potentials, to realise its motifs, interests and needs, to re-examine them over and over again. On these bases, by means of differentiated forms of adult education, the individual chooses strategies and ways of its own personal development. These strategies have to be co-ordinated with social needs, possibilities and conditions of the "momentary" as well as "future" development.

Is it an illusion or a realistic perspective of adult education in highly technological societies that are at the same time "working societies" where adjustment is a standard of every possible form of behaviour and mode of proceeding, adult education including?

Isn't differentiation, and individualisation conceived upon this basis, simply the medium of justification of the needs of adjustment of each individual to the social structure and relations. Hence, adult education is a good "polygon" for adjustment to these changes where everybody should find "its place in the social structure and relations in order to become socially efficient"?

Or, as it is said in the sense of "bureaucratic thread of thoughts": "each person for the right place" - let us add - in the right time as well. Although even today such a conception may have its supporters as "a valuable idea", it can only stand criticism as long as we do not come across the criteria and "arbiters" of "the right place" and the definition of the characteristics of an individual (or a group) and its level of conditioning "for this right place". Such a conception is only another extreme in relation to the opinion that "everybody can do anything (one can do without anybody), what is only needed is a good planning of conditions within which this could be realised".

Following the logic of such reflections, it is simply necessary to analyse precisely what we want, what is necessary, which are the targets in the field of education that are "offered to potential users of educational benefits" (Klafki, 1985) and which are the corresponding models. Then it is only the matter of technology to find the persons who will realise those goals following the principles of "industrial engineering". It seems that we keep forgetting that "an offer in education", "the educational holding" bears the epithet of "a holding" just according to how much it is based, at the least, upon an "individual holding" of a person who "makes good use of that holding" according to its personal characteristics. This "holding" enables it "to express itself in the best possible way", to accomplish and become what it wants /wishes to be, rather than what others want it to be, no matter whether this wish/volition of that "other" has been expressed in the "best" intention for this person.

If the individual has to have the utmost priority in any sphere of education, then it is, definitely, in adult education. Here, its individual characteristics, and in congruence with these, goals and subject-matter conceived, and realised by means of differentiated individualised forms, come first. Adult education is, namely, established following the philosophy and pragmatism of differentiation and individualisation as essential predeterminators of educational processes. For all that, quite understandably, it is not possible to build adult education as an "oasis", which would enable a complete individualisation apart from the social context and a "pragmatic" social reality. On the contrary, it is possible to observe differentiation and individualisation in adult education as an essential predetermination of democratisation of these processes. It is achieved by means of democratisation of the social structure and relations in education, in which individualisation and differentiation in all the aspects of adult education will be the very starting point and aim for the best possible realisation and self-realisation of the human being as an individual. But an individual is also a member of various social groups within which its whereabouts and activities are also realised. At the same time, this individual acts as a factor of integral processes, which has to be taken into account as well.

How is, in fact, and how could differentiation and individualisation in adult education manifest itself? In other words, what could the subject under discussion about differentiation and individualisation in adult education be, so that it could meet individual needs and possibilities of an individual (so that educational processes could be individualised) as well as demands deriving from the social context of these educational processes?

In the first place, differentiation is related to goals, contents (curricula) of adult education, which originate from individual and group necessities, pluralistic social interest groups and social needs and possibilities. Adult educational differentiated and individualised goals and contents do not have to be set in such a way that they only derive from the momentary or "promising" demands of the socio-economic situation and development (even though a lot of possibilities and diversified educational models would be offered in such a way). On the contrary, goals and contents have to be set according to individual motifs and needs of individuals and groups by means of which their creative potentials could be liberated. Approach to the creation of goals and contents (programmes) of education should be differentiated. Potential beneficiaries of these programmes, besides other factors, should play a significant role, so that their abilities, needs and possibilities could be satisfied. In other words, programmes can not be based upon some "higher social interest", which is, at the same time, regarded as the interest of individuals and groups. Differentiation of goals and contents in the function of individualisation does not imply only a programmatic diversity (a wide range and profusion of adult educational programmes). It also calls for an interior programmatic differentiation (of goals and contents) up to the level of individualised (personalised) programmes (of a different scope and level), which correspond and are suited to each attendant of a particular educational programme on various levels and in various situations of the educational process.

This interior differentiation of goals and contents and individualisation based thereupon conceals some traps in it. Precisely, this could be a factor of differentiation of the quality of education whereupon the diversity of programmatic scopes and levels could lead to the impoverishment of educational effects (results). It could become an agent of selection of attendants through the quality of education in which mechanisms of social and psychological pre-selection are built.

Adult education can not evade various forms of exterior differentiation through programmes of different levels and complexity (for groups of educational attendants) and individualisation of the educational process according to the forms of exterior differentiation. In heterogeneous groups of attendants interior differentiation seems to be of greater importance as well as individualisation established on this basis according to all the relevant components of the educational process. Hereupon, it is, above all, the question of the individualisation of operationalised goals, tasks and contents of the educational process, didactic-andragogic-methodoligical frame-work, decisions and educational strategies corresponding to the specific qualities of an adult person (personality structure, motivation, emotions, interests, learning rates and progress...). In other words, the components of adult educational processes that enable direct realisation and self-realisation of an already relatively well formed adult personality.

A specific quality of adult education lies also in the fact that it is basically a process of learning, education and self-education. It is, contrary to instruction and teaching, always in its basis an individual act, individualised and personalised to such an extent that it always implies an individual activity which can not be replaced by any joint (collective) activity.

However, it would be pointless to analyse the process of individualisation apart from the context of integration, because the very process of integration of all the experience of educational attendants offers a possibility for alternative and selective learning, improves the quality of attendants' interpersonal relations. Furthermore, the approach to the process of education is flexible, media and educational technology are being used alternatively, and favourable climate for educational process is being created. Consequently, possibilities for the progress of each individual according to its own choice of speed have been enabled.

The process of individualisation in adult education should not be equated with individual work and activities of educational attendants. An adult person's process of learning is always an individual act and individual activity, regardless of its organisational form (in bigger or smaller, heterogeneous or homogenous groups formed following different criteria, work with individuals by means of direct aspects of learning and education, in consultative, correspondence or other forms and types of adult education).

Orientation to the individual work with adult learners still does not mean that it is an orientation towards the individualised work and choice of didactic and andragogic-methodological framework of proceedings and strategies for the support of individualisation in adult education. Individual work with an adult is simply an orientation towards the self-reliant (individual) work of an attendant, while individualisation is aimed at the adjustment of work to each individual. Therefore, it may well be said that individual work, activities and learning in the process of education of an adult person do not in any case mean that this work is individualised.

Individualisation in adult education, first and foremost, means adjustment (personalisation) of the educational programme, choice and alternative application of methods of learning based upon active and empirical learning, education and self-education, choice and alternative application of media and technology (from traditional to modern and multimedia frame-works). Furthermore, individualisation implies the choice and varying of different styles and strategies in learning and education, adjustment and varying of different work forms (in bigger or smaller groups, team, concentrated, project or workshop work, empirical forms of work, study groups, self-reliant work supported by instructional materials etc.).

Likewise, individualisation in adult education includes implicitly the possibility of different educational attendant progress rates that are in congruence with assumptions on adult persons' work rates. A lower work rate does not necessarily mean a lower quality in education of an adult person. Therefore the adjustment of work rates and activities to the personal style and characteristics of an adult person implies the creation of assumptions of everybody's progress in accordance with the personal, rather than some average imaginary work rate and activity.

From the aspect of didactical and andragogic-methodical achievements individualisation in adult education basically means a variety and continuity of choice of either already tasted didactic-methodical proceedings or introduction of innovations (which may induce improvements of each attendant on the plan of his/her personal development). Educational attendants choose goals and subject-matter that best suit their motifs, interests, styles, work rates and activities. According to Edling (1971) it is possible to realise individualisation in adult education by means of individualised programmes. Various types of individualised programmes are mentioned, such as:

1. Individually diagnosed programmes with clearly determined goals, steps and sequences of learning, all adjusted to the personal work rate and activity of each individual.
2. Self-oriented programmes that are structured with goals oriented towards the attendants. They have the freedom of choice of study materials, methods and work forms in congruence with their personal learning styles and rates of progress.
3. Personalised programmes with alternative programmes of various goals and subject-matter levels and scopes set, so that attendants can choose programmes and achieve results through these personally structured programmes and didactic-methodical frame-work for their process of education and self-education.
4. Independent educational programmes which offer the attendants a free choice of goals and subject-matter that best suit their motifs, interests, styles, work rate and activities (assisted by an organiser in education).

Individualisation in adult education should not be taken in an absolutist sense. It should not be analysed apart from integrative processes and work forms that help an individual become part of a group work and enable him/her to collaborate and co-operate with others, comparing his/her achievements and results with them. An individual thus creates opportunities for his/her own individual development and acquisition of social experience.

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Silvije Pongrac

STRONGHOLDS OF ANALYZING AND PLANNING ADULT EDUCATION

Summary: This text views the educational needs, educational conditions and educational possibilities as the most important factors and at the same time the strongholds for planning adult education. Educational demands, problems of priority and tactics are also mentioned to form a network that links up with the assessment of the quoted groups of factors in concrete andragogic situations.

Key words: educational needs; educational conditions; educational possibilities; adult experiences and motivation

Some thirty years ago a scientific research study aroused great interest. A comparative study by the International Planning Commission of UNESCO in Paris induced this interest. P.H. Coombs presented the "World Crisis in Education" study at the International Conference in Williamsburg. (USA, 1967) Ministers, rectors, researchers and specialists from some fifty countries attended the gathering. This brought about invitations to the author to present his findings in many other countries. The following year the "World Crisis in Education" was published in book form and soon translated, hence becoming famous for containing innumerable data and arguments substantiating the vital problems of contemporary life. According to R. Aron, two general conclusions can be drawn. First, the crisis in education appears in all countries, both developed and underdeveloped, yet its manifestations are not the same everywhere. Second, it arises from the gap between educational needs and conditions, and is based on two variables: the demographic and the social. The study applied the systems analysis method. Since the publishing of the book many things have changed in the meantime, but the key problem of the gap between educational needs and conditions remains. In the meantime it has become evident that other factors also play a role along with educational needs and conditions among which we underline the educational possibilities. All of these factors are changeable. This then results in the diversity of their constellations that are manifested not only by the specific qualities from one country to the next, but also in the fields of education. Varying, both in pre-school education and in adult education. These factors are also important in the forming of educational policies and realization of education and learning.

By identifying and analyzing the factors and their constellations under concrete circumstances, we hold it possible to likewise contribute to a better understanding of the present situation in adult education, its tendencies and indications of further development; also to the formation of models of education and improvements in the organization of learning. This could have an effect on adult education in Croatia where changes are considerable, often unexpected and pretty uncertain. Therefore a more successful education would help people adapt more easily, change the state of affairs, acquire more confidence and attain a higher quality of lifestyle.

1. The Generators of Adult Education

Needs are the generators of activity of all living beings. They are the instigators of human activities, thereby of specific processes of learning and education. Establishing the manifestation of needs in the most diverse situations that are relevant for education is of exceptional importance for instigating, organizing and innovating andragogic activities. Failure to identify and analyze the needs at the same time means to rely on improvisations and incertitude when constructing and developing the models of education. The fundamental issues of andragogy are: how to establish people's educational needs and thereafter to incorporate the acquired knowledge into adult education. In spite of all that, valuable knowledge of the needs can also be gained from other scientific fields as much as from the theory and practice of adult education.

Since ancient times it is known that needs indicate insufficiency, shortage; people require whatever will eliminate or bridge over the mentioned insufficiency. The range of human needs is very extensive and their dismemberment hinders, but also enables various classifications in accord with human functions, personality characteristics and other criteria. Also of value from the standpoint of adult education is the cognition of the hierarchy of needs (from the physiological to the need for self-realization), wherein those on a higher level can only be satisfied once the lower level ones are at least partially satisfied, it being easier to register the basic existential needs. People's needs are expressed within the range of what one has at his disposal and what is a necessity to have at one's disposal. A field of tension expands between the already attained and the still possible attainment. This is in connection with the law of expansion (the person who knows something has the need for more knowledge). Nevertheless, only a part of human needs are called educational needs; they are satisfied through educational processes. It is necessary to establish the comprehended, real educational needs, as well as that "...educational needs may exist without people being aware of them, not even noticing them" (M. Zvonarević, 1962). An andragogue shrewdly observed that illiterates become aware of their needs only when they become literate. During a research we also heard from some individuals who had just learned to read and write that they had until recently been "blind in spite of having good eyes". It seems the chances of the andragogue to form the real need are very limited. The effect can be looked forward to only when there are at the least some embryos of expected needs. The success of such a "grafting" process still remains doubtful and uncertain. Considerable obstacles that people are confronted with and unable to get rid of might incapacitate it. The chances are better with the formation of awareness of the real needs that were not felt. Educational needs cannot be imposed upon people. An opposing viewpoint is that the andragogue is an engineer of the human soul who by means of skillful manipulation shapes and reshapes the human consciousness. Such opinions and endeavors find fertile soil in totalitarian social systems, where andragogues must also be agitators and participate in the bureaucratic manipulation of people.

In Croatia, as in some other countries in transition, the attention of experts is focused on general educational needs of the society. Even before the fall of the Berlin Wall efforts chiefly went after establishing the "global needs", which were observed as social needs (read: state needs), while individual educational needs stayed in the background and remained neglected. This was in line with the ideological premise according to which the group is dominant in relation to the individual. By inertia this maintaining of a bureaucratic attitude towards the individual persists to this day. Although adult education in Croatia even in previous times was freer and under less government patronage than in the countries of the Eastern block, the social and professional lifestyle did not call for a more thorough and continuing follow up of these needs. Assessments of needs were primarily made on basis of indications. For example, the needs for elementary general education of adults were asserted on the grounds of statistical data on the illiteracy rate and number of people that had not completed elementary school, even though only a smaller part of the population, predominantly younger people, accepted schooling. The needs for vocational education were primarily assessed on basis of the qualification structure, while the gap between formal qualifications and the actually required professional skills was neglected. There was also a disregard of other relevant data essential for assessment of needs, such as the age of employees, when did they finish their schooling, length of service, level of experience. Formal education was gained primarily through learning based and organized on programs prescribed by the government bodies, whereas non-formal education developed much more liberally, but under more difficult circumstances. By the manner in which they performed, certain institutions became similar to the public and private institutions in the western world since they were mainly financed from the registration fees of participants, contributions from ordering parties (enterprises and institutions) and donations. In light of the invested means the clientele had a more or less clear picture of what to expect. One could now already discern the necessity to investigate the needs of the potential participants in order to satisfy their educational needs. Investigating of the educational needs meant investing into the quality of education, protecting it from failure, but at the same time it was an expenditure, one that proved to be too big of a demand for most of the institutions that were barely making ends meet at the time. Institutions that came closest to researching of educational needs were ones that had to some extent developed a marketing approach. Parties interested in education were animated with ready-made programs of education, whereas consideration of their needs was reduced to eventual modifications and minor corrections of these programs. One could say: an old product in more attractive packing. Investigating educational needs is by no means easy; it is hard to establish what people already know about a subject, and even harder to establish what they ought to know about the subject, especially when the subject is of social value and of importance to the individual. This assignment was further hindered by the slowness in abandoning the dominant focus on social needs, which meant the needs of the state. Besides, educational needs originate from human functions, situations and problems that people encounter and this is more apparent in developed and more dynamic social relations, with greater personal engagement, rights and responsibilities. The considerable petrifaction of formal education, and a greater flexibility unconventional and non-formal education calls attention to the possible focus of adult education under conditions of transition in Croatia. There are indications of educational needs in our country that arise from changes in lifestyle as a result of the changes in social relations (market economy, business, party politics, etc.), from problems of ecology, communication, and all the way to individual psychosomatic and health problems. We can also point to the educational needs provoked by the recent war, as well as by events that occurred in the postwar period. The organized training of refugees might have been expected. They needed two basic types of programs: re-adaptation for refugees who were to return to where they had come from, but under living conditions that would be different for them, and also the adaptation training for all those refugees who were to stay in the area of their refuge under new conditions. Such educational programs, as well as some other important ones, were not realized. Were the indications incorrect or were there no real needs? Actually, they were not thoroughly investigated, nor were the necessary educational conditions for their realization established. The mentioning of necessary conditions is not without reason since it calls attention to the collusion of the two factors, the needs and conditions. Without appropriate conditions educational needs can objectively exist, the awareness of these needs may also exist, yet they cannot be realized. A realistic assessment of educational conditions provides insight as to which priority needs it is possible to realize, sometimes attaining more than expected.

2. Basic Conditions of Attainment

Educational conditions can be favorable, unfavorable, or may have an ambivalent effect; under some circumstances positive and under other circumstances negative in relation to the educational needs. For example, from a general viewpoint one may say that conditions for development of adult education in capitalistic society are much more favorable than in the feudal system. Capitalism abolishes heritable rights and limits privileges entitled by birth. It is dynamic and is characterized by considerable and fast professional changes, mobility and migrations of population - and all these are challenges for perpetual learning and gaining of knowledge, and all of this is enhanced by improved material conditions, and more leisure time. One American proverb says: We will do the unbelievable now, but we need some more time for the impossible. High aspirations and optimism are a reflection of improved living conditions. Finally, from the 19th century, primarily in Great Britain, the capitalist society nursed the expansion of modern adult education. Yet in spite of this, in capitalist countries under the rule of authoritarian regimes, protectionism, nepotism, countries in which a substantial part of the population lives in poverty - educational conditions are unfavorable. But one must take care when making general judgements. The inception of contemporary adult education took place in Great Britain even though a large majority of the population in the 19th century did not live under favorable social conditions. The composition of the need and conditions contributed to this. In the first place, the industrial development and application of new technologies instigated adult education. Second, workers' demands were attached to this, particularly those of the Chartism Movement, since it held that workers with more knowledge would be more successful in fighting for their rights and for a democratic society. It was a time that marked the start of the undermining of the privileges of heritable rights, property, the vote census, though there will still be limitations to the right of general suffrage. Third, a substantial religious expansion was taking place, especially among inhabitants who had abandoned their rural lifestyle and patriarchal values, whereas their lives under inhuman working conditions and in workers' slums offered no hopes or life values. An interest in reading, especially of the Bible, increased and contributed to the maintenance of literacy upon reaching old age. Fourth, the middle class citizenry grew stronger, individualism and the chances for personal prosperity indicated the need to struggle, not only to elbow one's way but also to use one's head. Not only did the needs develop, but the educational conditions as well. Work-free Sundays opened up possibilities to organize Sunday Schools for adults. Workers' educational associations, public libraries, university exstensions, courses and other different forms and programs of education appeared with the shortening of the working day and with more free-time. Books became accessible as sources of knowledge and means for maintenance of literacy. The period of the Gutenberg galaxy had appeared. Although the printing machine was invented several centuries ago, it was still necessary to further enhance it, to produce new kinds of paper, to expand the distribution network and increase the circulation so that the printed books would be accessible to broad sections of the population. The circumstances, educational needs, educational conditions and their interaction in other countries were not the same as in Great Britain, but there also, like in Denmark for example, adult education developed with intensity. It is characteristic, however, that acculturation was achieved wherever unconventional adult education, as well as informal adult education, spread more rapidly; wherever a democratic climate prevailed - wherever communication was established between the different classes of the population. The conditions were first discriminate in favor of education of the adult urban population, and considerably later of the rural population in Finland, and it was no different in Croatia. Gradually various segments of the population were included. The education of women took place rather late since basic conditions for development did not exist earlier. A high degree of illiteracy and inadequate education attained in childhood, a certain "segregation", the frequent division into higher-quality schools for boys and lower-quality schools for girls diminished the conditions for extended education in their adult age. Families with a large number of children were quite common. Women folk occupied with family and household chores had very little opportunity for further education. Only in recent decades has it been possible to observe how the decrease in the birth-rate corresponds to the greater inclusion of women into educational activities. Today the involvement of men and women in the Nordic countries is in conformity with the population picture, although among women there are still many that are making up for the inadequate education attained in their youth. The share of women involved in adult education in Croatia is growing. More and more are included in programs in which men participate as well. Hence from everything that has so far been said it may be concluded that in most cases adult education is not initiated by any separate educational need and educational condition but more likely the needs are multiple and act in consolidation.

An educational need can in one case be stimulative, and aggravating in some other case or change of situation. This pertains to free-time, for example. The time for leisure has increased: the working day and working week have become shorter, there are more holidays, vacations are longer, paid leaves of absence for educational purposes have been introduced. One might conclude: very favorable conditions for education. Nevertheless this is not always so, because circumstances have also changed. The seductive attractions of the press, the radio and thereafter the TV, also of tourism, have absorbed much of the free-time. Add to this the challenges of driving, of having a hobby, of the preoccupation with pet animals and the now preferred and dominant favorite, the computer. Already children are spending more time in front of the TV screen than they are in school. The search obsession through channels and programs with the remote control may become their destiny when they become adults. To the predicament of how to expand free-time Andragogues must add: How to free a part of that time for adult education? How? At one time an esteemed politician suggested that broadcasting of TV programs should be abolished one day each week and thereby render free time for other activities. He apparently forgot to take satellite transmitting and video into consideration. During a UNESCO gathering a recommendation was very seriously sent out to people to set aside an hour a day for their own education. Slovenia and some other countries have introduced a campaign called "adult education week". But one thing is indisputable. It is not possible to impose on people how to spend their leisure time, and everything that is undertaken in that sense only leads to a restriction of freedom. Instead of that it would be more effective to develop the cinematic and televisual culture of the program viewer, which would strengthen the viewers selectivity in keeping track of radio and TV broadcasts, thus reducing the need to yield to them "day in and day out". The set of andragogic measures can be more effective than the stylish TV criticism that proclaims it as a source of evil. Finally, in our country and abroad, educational broadcasts of high quality are shown. Furthermore, other programs help people gain important information and learn in an informal manner. Was not that the way in which knowledge about show business, music, fashion etc., penetrated into the countries of the Eastern bloc? The "absurdity" of mass tourism as a spendthrift of free time also found itself under the magnifying glass of criticism. For the sake of truth, let us remember that the contents of tourist sojourns also undergo changes and are continually enriched. Let's remember that the interest in nature and the social environment grows when choosing a destination, that there is an increase in the number of tours with distinctions of research sojourns, or that congress tourism is in expansion as it mixes the beneficial with the pleasant. In the assortment of andragogic influences the attaining of the technique of fast and efficient reading can be effective since it reduces the time required to read texts and other written materials that we are flooded with.

Changes of the environmental and educational conditions are hard and slow. Individual conditions change faster than the broader social conditions since the individual is able to exert a more substantial influence on them than he can on changing social (dis)advantages. Notwithstanding that the proverb that "every man is the architect of his own fortune" can be accepted with a pretty large dose of doubt, thus applying the same to educational conditions, the changing of circumstances in which an individual finds himself, either of his own accord or of necessity, also has an impact on the changes in his relationship towards his own education.

Educational conditions of adults emanate from their social living conditions, favorable or not, and also depending on whether the broader conditions are used in a more rational or more irrational way. This assertion can be illustrated through the example of the establishing of the Popular University, that significant institution of adult education in Croatia. At the time, Dr. Bazala expounded the idea of inaugurating as a part of the University of Zagreb and on the models of Prague and Vienna, lectures and courses among the common people, expanding their understanding of political, cultural and technological problems of the modern world. After expounding his concept, which was accepted by all three faculties and the University Senate, the proposal and adopted rules were submitted to the Provincial government in 1907. The government kept delaying verification of the rules until 1910. The financial support by the state was secured two years later, so that the first course began near the end of 1912. From the idea to its realization took five full years. Even before the work began "all sorts of doubts and obstacles appeared ... in the concrete case it was among other things ... also a matter of overcoming a certain educational aristocratism ..." (Bazala, 1922). There were also doubts and resistance amongst the teachers, and since the authority of the government bureaucracy was above the autonomy of the University, final decisions, approvals and financial funding depended on political and numerous other conditions.

Conditions for adult education are often unfavorable or partially favorable, rarely optimal, and almost never maximal, especially when innovations are the issue and when the establishing of new relations between need and conditions becomes a necessity. Positive changes mainly occur in one of two ways: (a) through rationalization and innovation of education under the existing conditions, and (b) by influencing a change in the existing conditions, and such changes are usual slow. It is interesting at least to mention that experts in education in our country tend to prepare development projects primarily on the basis of assessment of the educational needs, but without consideration of the necessary changes of conditions. For instance, as early as two decades ago there were proposals and arguments for transferring to a 9-year, and also a 10-year, compulsory elementary school education, and later on this fact was emphasized. On leafing through these documents and statements made during professional gatherings once again, one will notice almost a complete lack of analysis of conditions for the realization of these ideas. To what extent would they increase costs? How many new educational institutes and departments would have to be opened? What interventions should be undertaken in the network of schools? How to solve the problems of teaching staff personnel, etc. Only unrealized illusions remained, none of the ideas were realized... Only a sense of bitterness and helplessness because the educational needs of our time and the attainments of many other countries could not be realized in our own environment. The making of a model of adult education must be founded on a realistic assessment of educational conditions followed by an assessment of educational possibilities.

3. Analysis of Educational Possibilities

Relations between educational needs and educational conditions can clarify the educational situation, its present state, as well as what brought it into that state. Answers to the question of whether to further develop the state that we have come across, reject it, or else modify it are only possible after an analysis, and thereafter an arrangement of the *educational possibilities*. When elaborating a model of education it is important to establish what's happening, why it's happening, what should be done and how to do it. Answers to these questions that are essential for planning and implementing of education are necessary when analyzing all three groups of factors: needs, conditions and possibilities.

Their operation can be illustrated through the work of the School for Adult Educator. At the close of the Fifties the need for more systematic education of professional teaching staff employed in adult education occurred. Already earlier it became clear that People's and Workers' Universities could no longer function as the extended arms of the Agitprop (pro-communist agitation and propaganda) party committees because the needs and conditions of social life and the life of the individual had changed. The contents and forms of educational work were changing, there was a steady decrease of lectures to mass audiences and an constant increase of work in seminars, courses, etc. The needs of personnel professionally employed in these institutions had also changed. Andragogic education had begun, spreading knowledge about the specifics of working with adults, adult psychology, methods, forms of andragogic work, the utilization of the then advanced teaching technologies. The conditions for that form of education were poor: the short duration of seminars did not allow time for talks and mutual discussions with the participants, and were held in unsuitable premises. The search for new possibilities went on. The seminar moved to Poreč, the duration of the program was prolonged and residential working conditions were implemented - joint accommodation and board at a low cost and at a time when the participants were freest and the work in their institutes was subsiding. University professors were engaged and well-known experts conducted the training. From 1958, with the inception of the Summer School for Adult Educator, the needs, conditions and possibilities have been changing. The number of participants rose abruptly, at first from the other republics of Yugoslavia at the time, and thereafter from foreign countries. The number of active andragogues and other experts also increased. In addition to various seminars, we note the start of courses, consultations, conferences, colloquies etc. Several periodicals on andragogy were published, as well as the magazine Adult Education and concomitant documentation. In the years that followed there was an increase in the number of programs that were carried out parallelly and predominantly in smaller groups. The School for Adult Educator also began to work during the winter months and was a hotbed of numerous activities, like for instance preparation of important andragogic publications, international discussions, hosting experts from abroad, establishing the Association of Andragogs, etc. Thanks to the organizers, teachers and participants, the enthusiasm and maximal utilization of the educational possibilities, the prosperity of the school was ensured even when the conditions for accommodation worsened and the School had to move from Poreč to Pula. By the end of the 1980's the working conditions and material possibilities worsened considerably and the composition of participants underwent changes. In Crikvenica the School was on the verge of stagnation.

In the work of the School for Adult Educator and other adult education activities, the importance of successful use of the educational possibilities became evident. Generally speaking, *educational possibilities* are determined by the *educational possibilities of the participants* in the process of education and the *educational possibilities of the organizer* of that process.

Educational possibilities of participants are based on their abilities, motivation and experience.

The abilities of participants to take part in some form and master the educational method are given and assigned. They are given because they are founded on psychological and physical dispositions, and the possibilities for their further development are assigned. Any considerable drop out of participants from the educational process can be a signal of their not having the necessary abilities to master certain subject matters and educational methods. However, their abilities may be revealed through other forms and domains of adult education. There are no people capable of doing everything, but also none that are totally incapable. A widely accepted opinion holds that people who may not be capable of a certain form of work can become qualified through education and will in that way become more skilful. Such "qualifications" are harmful to participants, unreasonable spending of money and loss of time, and they compromise adult education. On the other hand there is a considerable amount of skepticism about the learning ability of senior citizens in Croatia and perhaps this slows down the expansion of education for the Third Age, in spite of the achievements reached in many countries. When planning education it is useful to anticipate the informing, focusing and even the selecting of potential candidates.

Although dispositions and abilities are a necessity, they do not suffice to attain success in education. Results are reached in association with the participants' motivation. *Motivation* prior to the inception of education, and thereafter during the education, has influence on the contentment in practicing the activity, and by supporting these aspirations we facilitate the mastering of the efforts and contribute to their success. On the contrary, the loss of motivation is linked to the failure of capable participants. Andragogs know that considerable drop outs and withdrawals will ensue right after the first rigorously conducted exams in schools and training courses. An individual approach and animation on the teachers' part may help reinforce the participant's still fragile motivation.

Participants should be acquainted with and prepared for the efforts and difficulties that have to be mastered. The participants should be informed about the introductory classes and get to know each other through mutual meetings from the very start of contacts with the school. Later on motivation is enhanced through consultations and they facilitate overcoming the obstacles that are inevitable in the course of education. Most participants study in order to achieve practical objectives that are important for them. The Polish andragogue, F. Urbanczýk write about the indirect motives of a practical nature. According to the author, the peasant majority is not interested in broader knowledge about agronomy, but rather in whatever is related to the product that they cultivate. The participant in a driving school acquires the know-how in order to get a driver's license. Studying for a diploma is a common occurrence, but such a motivation should not be underestimated because it can indeed be intense, and on such grounds it is easier to build new interests and different relations towards knowledge.

Participants in education have at their disposal their life and work *experiences,* which have an impact on the course of their further education. These have direct effects by means of positive transfer of acquired and new experiences or else such experiences interfere; in the former case they facilitate the attaining of new knowledge and enable shortening of instructions, whereas in the latter they impede learning and often disorientate. Through indirect effect one form of experience may be significant for the development of other forms of experiences. On occasion of making assessments of importance for conducting further education endeavors are made to establish what forms of experience the participants already have, as well as to establish the extent and quality of those experiences. For example, it is established that all the potential participants have considerable working experiences, but with some the experiences are predominantly based on performance of routine jobs, whereas it is not the same case with the others; some have attained their experiences in the sphere of modern production, others in outdated production etc. The amount of experience is most often, though that is wrong, expressed through years of service: two persons with the same number of years of service do not have the same amount of working experiences. It is even more difficult to establish the quality of experiences. For example if we have educational experience in mind, it is assessed indirectly according to the years of schooling and the types of schools that were finished. Due to all that has been mentioned and for the purpose of greater accuracy, experiences are ascertained through life situations in which they were revealed. Since each participant has experiences, and they differ within the education group, it is therefore possible to also learn on basis of an exchange of experiences. It is recommendable to "incorporate" the activities of seminars, study groups, and workshops into the educational models, whence the interactions of experience-based knowledge are exchanged. Broadening of knowledge is realized through such exchanges, but of no less importance is that they also help develop attitudes on which the application of the acquired knowledge relies on considerably.

In addition to the educational possibilities of participants, we also bear in mind the educational possibilities of the organizer. The *educational possibilities of the organizer* of the education are: material, personnel, organizational and methodical.

On planning an educational model assessments are made whether appropriate financial resources are provided. It is not recommendable to enter financial risks before "closing the financial scheme". Already in the input stage it is necessary to provide the means for all the other costs, not only the ones required to cover direct teaching. These are costs of propaganda, "running costs", administrative costs, the calculation of reduced income due to the drop out of participants in the course of the teaching, etc. Expenses grow with the increase of needs for classrooms, devices, machines, materials, practical workshop and laboratory courses. Often practical teaching courses in Croatia are not held or are limited due to a shortage of material means, hence the results attained are halfway. There also are no corresponding standards that would oblige the organizers to maintain a level of educational quality, and this calls for a material investment of an appropriate amount. Qualified government bodies ought to perform the quality control and spending of means for this activity, and in some countries this assignment is carried out by supervisors of joint educational institutions in order to protect themselves and their participants from "illegal" institutions, ones that "sell the bear's skin before one has killed the beast". In countries of the western world money from various social and charity organizations, local self-management, patrons, donators and benefactors is used to procure the required financial means, and the government tax policies are supportive of this.

Educational possibilities of personnel are, according to rough classification, based on two elementary types of andragogic staff. These are: professional teachers-organizers and a considerably larger number of part-time associates. They say that in the Netherlands in the course of the year "half of the population is learning, and the other half is teaching". In order to successfully attain adult education it is necessary to satisfy at least three demands: make a good choice of associates, stimulate them for their work, qualify them for andragogic activity. All three demands are mutually interconnected. For example, if appropriate stimulation for the work is omitted, a befitting choice of competent associates will not be possible. Of special importance is the qualifying for the andragogic activity, but this is often neglected. Such qualifications are chiefly organized for the preparation of permanently employed associates. It is difficult to carry out this education for part-time associates in an institute that organizes a hundred and more necessary experts, and a part of them are organized only for a short-term period. In Siemens AG of Germany, the yearly investment for the education of employees is approximately one billion German Marks, and some one thousand qualified instructors are engaged, while in vocational education approximately 25% of the program is replaced or revised each year. In our country there is an evident gap between the educational needs, conditions and possibilities. Most of the part-time associates have not been prepared for the demanding andragogic work. The are obliged to a "semi-training" by imitating their more experienced colleagues or model themselves after the teachers of their own past when they attended school. It is quite common that they work on basis of attempts and errors, in which they and the participants become the victims of unskilled improvisations. The inaugurated departments of andragogy at some of the faculties are still underdeveloped; the impact of the School for Adult Educator and the Academy of Andragogy is still limited; there is a lack of andragogic manuals and accessible literature on adult education - but nevertheless, all this together alleviates the situation but does not solve the mentioned problems.

Organizational possibilities of educational institutions are limited due to objective circumstances, but likewise by the possible engagement of the organizers of adult education. The organizers of educational institutions know that it is possible to attain considerably better results in working with smaller educational groups than in crammed classrooms. Seminars and training courses can be more efficient than a cycle of lectures. But they resort to acceptance of unfavorable solutions because they do not have the adequate financial means for the more favorable ones, or the appropriate classroom space or for some other reasons. However, this cannot be reduced exclusively to the limited objective circumstances. There are institutions that work in similar conditions and have similar objective possibilities, yet organizationally they differ greatly. This calls attention to the differences in the abilities and efforts among andragogues and the differences in making use of the organizational possibilities. Even when they are very limited, organizational possibilities do not prevent the introduction of at least some minor improvements, like for example, better deployment of participants, setting a more favorable beginning and duration of classes, time-table, recess, etc. Noted institutes of adult education of the past in Croatia, such as the Popular University and the Peasants' University, achieved distinguished results in spite of limited possibilities. The organizers with their abilities, knowledge and enthusiasm contributed to this. Later on institutes like the Andragogical Centre, the Education Center of the Rade Končar Enterprise - Zagreb, or the enterprise "Treći maj" in Rijeka, became well known for their successful organizing of adult education and indeed, thanks to the renown that they attained, they even improved educational conditions. There used to be andragogic institutes that were places of pilgrimage, serving as samples, but when the successful organizers left, the work in some of them died out. Able and creative organizers through teamwork with other andragogs and technical co-workers can accomplish almost unexpected results and further move the already existing borders of organizational possibilities.

Methodical possibilities are expressed in the application of andragogic knowledge in practice by techniques of solving concrete situations through the mediation of learning. It is important to establish the problems of learning and teaching, and thereafter effectively solve them. The assessment of possibilities is related to preparation, conducting and evaluating the educational process. Since we are speaking of possibilities they therefore include the subject of choosing between several alternatives. The road to the chosen alternative is permeated with diagnostic, selective, communicative and evaluative elements. Answers to numerous questions are required, among them the following: How many and what kinds of participants are expected? Has the selection, deployment and directing of participants been foreseen? How to interpose information during the education? Is the realization of the education program evaluated and how? etc. In addition to this there are two key questions: first, is it possible to attain the desired methodical activity with the andragogic staff that is available; and second, does the level of knowledge and readiness for the participation of participants satisfy methodical forethoughts and vice versa? It is known from practice that participants with a substantial foreknowledge, for different reasons and for a considerable time, mainly behave as listeners and observers, and only later do they become engaged, active and cooperative. Therefore, methodical possibilities are changeable, they change in the course of interactions between the participant and the teacher. Since the andragog is not just the lecturer but also the instructor, animator and consultant, the methodical activities are numerous and diverse. The question is, however, to what extent can they be expressed? Records show that in Croatia in the schooling of adults the form most often applied is consultative teaching, but from a methodical aspect these forms of work are for several reasons poorly organized. The reason for such a situation are because: (1) the participants are not sufficiently qualified for independent learning prior to, hence also after the holding of consultations (the illiterate and semi-illiterate cannot use them); (2) there are not enough financial means so that the fund of lectures and its diversity is very limited; (3) for practical reasons the interval between consultations is so short that participants cannot adequately prepare themselves for them; (4) teachers are not given guidance regarding consultative work - the consultations turn into selected lectures or into abridged and condensed "digest" lectures. We know about such "digest consultations" during which the consultant actually spun a long yarn about art from prehistoric times to post-modernism for a full four hours. Understandably such a cross-country race through history only gave the participants a headache and a feeling of helplessness. Opposite to this, in a well-organized correspondence school some ten consultation forms are used, but still, in spite of the methodically abundant variety, the participants - especially the ones who were not accustomed to systematic studying and lacking motivation - have difficulties, and this particularly emerges during consultations in mathematics and foreign languages. A part of these difficulties are eliminated through well written correspondence material, and in more recent times through the use of audio and video tapes, personal computers with attachments to the Internet and through educational TV broadcasts. But in these cases correspondence-consultative education takes on the features of multimedia education.

4. Bonds Between the Basic Factors of Education

The steadfast strongholds of past regimes of the countries in transition have been exposed to criticism, reexamination and change. The individual does not want to be an object, but a subject, yet often performs as a member of some larger or smaller groups and this instills him with greater self-assurance in these restless and uncertain times. He is less and less interested in the distant future - and prefers the immediate and now. He yearns 'to have' as he ever more strives 'to be'. People are weighed down by worries, and in order to reach not only a higher material standard (many barely survive) but rather a more humane and higher quality of life, adult education can be of assistance. In the past the participant in adult education was looked at as one of many who were adapting to the organization of education according to the just postulated and often imposed educational needs, conditions and possibilities, to which the participant had to submit. Is the participant in the center and attention of happenings today? One may with certainty say that in the network of educational institutions the changes that have taken place are more of a formal nature, and it is difficult to establish whether essential changes have been attained, or at least some moves for the better. The so-called political schools of the party have disappeared from the scene of action and the trade unionist schools have been discredited and proscribed as institutions of the regime, in addition to being underdeveloped from the standpoint of andragogy and didactics. Workers' universities have been renamed into folk, people's or open universities. All that happened was a reversal of the events of some forty years ago when part of the popular and people's universities continued their work under the firm of workers' universities. Similar changes mainly of a formal nature happened in the countries of the former Eastern bloc. Nonetheless, some less noticeable changes have been happening. Schools of formal education, though their relationships towards the educational needs of participants are the same as before, are now exposed to worse conditions and the possibilities for development are considerably lagging behind and are below expectations. Vocational education of adults is in a crisis since the educational authorities are not rendering necessary support, potential participants are steadily losing interest in such a form of education, and the teachers themselves are not motivated. Perhaps the major reason for this is the high unemployment rate and even the educated personnel cannot find employment. In more recent times there is growing interest in additional training for teachers, but it is too early to judge the quality of this course of study. Non-formal adult education is mildly on the rise and this is apparent from the numerous seminars, conferences and consultations, the School of Pedagogues, etc. Educational forms of mass attendance and of short duration are widespread there as well. Substantial teacher interest in further education calls attention to their needs. Also on the increase is the number of semi-formal institutes, in other words, of those "schools" that have certain characteristics of both formal and non-formal education, such as the schools for foreign languages, drivers' schools, training courses in informatics. There is a trend in the development of private educational institutions, which enable a wider choice and a (un)healthy competition and an assessment of their work is necessary.

During the period of transition the institutions for non-formal adult education have proven to be more flexible under the conditions of changed needs, conditions and possibilities than the institutions of formal education. While participants in one of these groups (of schools) can be told "to take it, or leave it", in others they are told "to choose what suits them best". In the network of institutions made up of public and private institutions one cannot find institutions that considerably characterize adult education in the Western countries, and all of them are public institutions, of the type that are organized by religious communities, political parties, trade unions, various associations of the Red Cross and other institutions of communal education. They render greater possibilities for educational innovation and a diverse offer.

Adult education in the past, as well as at present, has shown that the educational needs are usually greater than the conditions and possibilities for their realization. The needs that have to be realized are expressed through *educational demands*, realistic or unrealistic. In cases when it is not possible to realize all the needs, or when they cannot be realized at once, the *priorities* and scope are determined, the sequences of their execution. Now this already enters the sphere of *tactics* of educational activities, on various levels. It is well known, for instance, when introducing training in enterprises, that since all levels of personnel cannot be taken care of immediately, the education of the managerial staff has priority. If they find this acceptable and concede to the education, there will be no further difficulties and the resistance to education on the other levels of the personnel structure will diminish. At the same time this helps create a unique educational policy within the enterprise. Understandably, this is risky: will the chief executive officers agree to their own educational engagement and how will they assess it? But tactics always contain risks. Following the education of "top managers" comes the next selection, for example, education of personnel playing a leading part in the quantity of waste, or it might be found that the education of section managers is of greater importance. An observer from the sideline might consider it better to start with education of unqualified workers, but that is not in accord with the priorities of the pragmatically designated tactics of adult education in enterprises. In an educational institution one could develop a *communication network* with former participants in education, and the possible effects of such a decision are multifarious: a part of the animated persons would continue with their education; that will facilitate follow-up of the results of their education in practice; they can be propagators and animators among acquaintances for their education.

Among all the factors of planning and implementing adult education in the transitional society, the outstanding ones are as follows: identification of educational needs and reacting accordingly, assessment of educational conditions and of educational possibilities. This then determines the success of an andragogic campaign. In the process andragogues are not only the analysts and diagnosticians. Andragogues are the initiators of educational processes, their fundamental assignment is to remove the obstacles to learning and instigate a desirable and pleasant working atmosphere. The starting point for this is that participants are: not only rational beings, but also emotional beings who hope to get human support.

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Sofija Vrcelj

TYPES OF FORMAL ADULT EDUCATION -
- POSSIBILITIES & LIMITATIONS

Summary: Although there are a variety of different evaluations of the needs and values of formal education, they nevertheless exist in every country.

Formal education is the result of the personal needs of adults and/or social needs. However, very often short-term and momentary social needs are the dominant factors in designing programs and they in turn reduce the possibilities of formal education.

The possibilities of formal education, primarily for the needs of the job market in the Republic of Croatia, are great - adults can attain any kind of school and vocational diplomas or degrees; they can attend retraining, advanced training and specialization programs. Schools, open and community universities as well as other institutions (depending on the authority of the relative ministries) conduct education.

Key words: formal education, retraining, advanced training, specialization

The Significance and Necessity of Formal Adult Education

The right to (lifelong) education is one of the fundamental rights of all people. In view of this, countries all over the world are paying special attention to educating adults and are redesigning school systems and learning concepts to create the conditions required to exercise this right.

Adult education is the major topic of many theoretic and empiric discussions. Countries, which have undergone significant and rapid changes, are paying special attention to this segment of education, since the changes that have occurred are reducing employment, causing people to loose jobs or change vocation and occupation, as well as created needs to upgrade previously acquired knowledge. Changes are also causing modifications in the organization of adult education, the learning methods, curricula, school and work achievements and expectations. This is normal since the adult education system is an integral part of a society and does not develop separately from the social environment in which it operates. Having in mind the complexity of changes that are occurring, it is understandable why many countries are trying to organize education, and adult education as well, in such a manner as to reflect and meet the needs and demands of their changing societies as well as for education to become the stimulator and promoter of changes.

There are a number of approaches to why adult education is necessary. One approach claims that the need to educate adults is the result of the ineffectiveness of school systems (and education policies) to provide adequate education. Since schools and school institutions are in crisis and have failed to pass the exam, especially when the high school population is in question, concrete actions should be undertaken and practical solutions sought to alleviate and make up for these failures. In order to set up appropriate programs, it is necessary to define the meaning of the word adult. Different societies have contrasting ideas of what is it to be an adult. Defining and determining adulthood and maturity' is left to each country according to its needs and manifests itself in the selection of structure, subject matter, teaching and learning methods and techniques and other important issues related to formal adult education.

According to UNESCO's "Recommendation on the Development of Adult Education", adult education denotes the entire body of organized learning processes whereby people regarded as adults by the society to which they belong, develop their abilities, enrich their knowledge, improve their technical or professional qualifications or turn them in a new direction … (Kumbs, 1988, p. 186)

Besides the approach that adult education is needed because the schools have failed to provide adequate education, others view this phenomenon as being more complex. They accept the fact that schools have failed in their duties, but do not consider it to be the primary reason. In their opinion, other social and individual (personal) factors[2] are responsible for producing the need for adult education (different forms, subject matters, selection of methods and other elements). In view of this, many authors have tried to draw up a list of learning needs, which motivate people to continue educating themselves. Four basic learning needs were recognized based on a research performed by the Open University in the United Kingdom. The authors (Jarvis, 1985, pp. 57 - 58) classify these needs as follows:

- ***Personal needs***: attaining personal goals, acquiring knowledge missed in the past, expanding formal education (upon completing some level of formal education).
- ***Economic needs***: need to change occupation, to retrain, to prepare for a new job, advanced learning related to the work improvement caused by the progressive expansion of knowledge and the emergence of new occupations.
- ***Professional needs***: acquiring specialized and professional qualifications, constant upgrading and improving of knowledge needed for acquiring professional qualifications.
- ***Social needs***: acquire knowledge needed to adjust to the changing environment; acquire knowledge needed to understand changes that are occurring in the society as well as knowledge necessary to professionally and willfully fulfil their social role in a community.

Besides the above mentioned categorization of the learning needs, there are a variety of others. The needs are divided into primary and secondary; internal and external; they are connected to the socio-economic status of an individual in a given social structure of the society, in the structure of concrete-historic relations, and similar. (Savićević, 1989)

Many of the classifications emphasize the learning needs of the society, based on which programs are designed pursuant to set standards, and implemented in formal (general academic and professional) adult education. Based on the above mentioned classifications as well as others, we can conclude that the selection of the various forms of adult education, largely, depends on the (dominant) learning needs (need). Most of the andragogy literature deals with formal and non-formal education as well as informal education. Since this paper addresses the issues of formal adult education, we need to define this subject more clearly and in detail

What is adult education?

Formal adult education is often set against non-formal and informal education, where two principal dimensions of education are underlined: the manner in which it is achieved and the goals which are to be attained. With respect to these criteria, formal education is institutionalized, it is divided into classes and it is a hierarchically structured educational system, which covers elementary, secondary and post-secondary education. Formal education is acquired in very formal institutions, which determine methods, models and techniques of instruction as well as achievement evaluation. Learning is their only mission. Their goal is for students to prepare for life. According to UNESCO's Terminology, (Terminology, 1979) formal education is any structured education in which the roles of teachers and students are clearly defined. The teacher (instructor) conducts learning and is responsible for the student.

In contrast to non-formal education, outside control and the so called symbolic evaluation is very important to formal education. The value of education is assessed through the number of diplomas and titles a school issues (or another institution which conducts education), and not based on the real educational values an individual acquires from another form of education. (Krajnc, 1972, p. 53) In societies which place high values only on symbolic evaluations, therefore formal education, diplomas are status symbols and they help individuals climb the social ladder.

With respect to the formal degrees of qualification one attains upon completing some (sub)levels of the school system, the designing of the educational program is significantly influenced by the institutions, while on a higher level by the educational policy and the market demand. Programs are designed according to (current) labor market needs and little attention is paid to individual needs and the interests of those attending schools. These and other shortcomings of formal education are overcome through flexible programs. A variety of organizational forms, which hinder the unification and uniformity of work with adults, exist within the formal education system. The selection of organizational forms and possible combinations depends on the educational goal, subject matter. It further depends on the disposition of learners (motives, interests, experience, interruption of education, learning culture) as well as financial and personnel conditions of the institutions, which conduct education. Non-formal and informal (spontaneous) education is more oriented towards the individual and he or she is the active participant at all levels of education. In formal education, the learner must master all prescribed curricula because knowledge is controlled according to the institution's criteria. Upon enrolling in an educational institution, the participant is subject to selection. Although this form of adult education has many negative sides, it, in addition to non-formal and informal education, exists in every county. In many countries formal knowledge and education is highly valued, and that is one of the reasons why non-formal education has been in the shadows.[3]

Although varieties of different evaluations of formal education exist, even radical critics,[4] this type of education is present in all educational institutions throughout the world. Formal education is the genuine reflection of the needs of a society and individuals and it participates, on equal basis, in the achievement of education goals at all levels. The Republic of Croatia, which has a rich and long tradition of adult education, pays special attention to this issue. Scientific research projects related to this matter are highly supported and for actual application purposes, efforts are made in designing a system adaptable to all changes and capable of meeting the requirements of contemporary life and work. The publishing industry plays an important role in giving detailed information on education possibilities and job opportunities to the unemployed, who are potential participants of adult education programs.

The contemporary society enables acquiring of knowledge through various non-formal ways and in that respect formal and non-formal education must be viewed as complementary rather than "rivalry" forms of educations, which sometimes is unjustifiably and unjustly done. Complementarity is reflected in the pronounced penetration of more liberal forms of learning - which are dominant in non-formal education - in classic (school) education systems. Various forms of liberal learning are dispersed throughout the world (Freie Voksbildung), consumers education, health education, vocational and part-time education of employees. In formal education, tests are used as instruments for evaluating the individual's performance, skill level or knowledge thus enabling him or her to obtain a certain degree of qualification. The use of these tests is the "legalization" of the "illegal" (non-formal) form of learning because individuals are able to obtain certain degrees of qualifications (academic or vocational degrees) only by passing these exams. Furtheron, in non-formal education programs, individuals learn how to master learning methods (study culture) which then they can use for mastering the prescribed curricula in formal education.

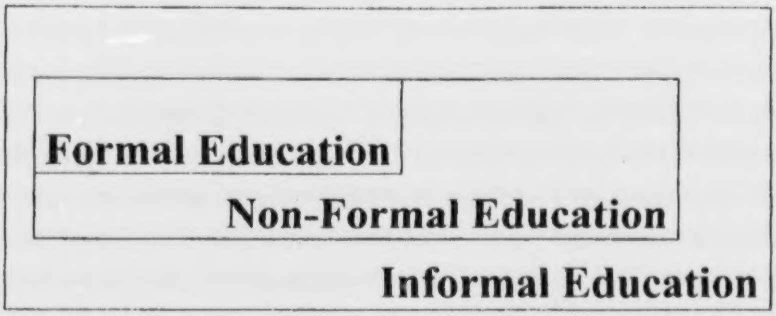

Figure 1 - Relations among forms of education. (Davies, 1985)

The above mentioned relations should be examined (and implemented) in order to be able to apply the concept of lifelong education which calls for diversity; it integrates formal (school) education with non-formal and informal education. The processes of integrating schools with other educational factors help learning individuals fulfil their personal needs, which are sometimes suppressed with respect to social and institutional needs.

Possibilities of Adult Education in Croatia

Comprehending the educational needs of adults integrally, namely trying to respect the needs of individuals, institutions and the society, Croatia has established an adult education system within which the majority of the needs can be fulfilled. After completing elementary education, adults enroll into secondary level educations where they can, through various secondary level programs, attain secondary level qualifications: high school diploma programs, vocational (for technicians and other four-year vocational programs, art programs and three-year industrial, handicraft, and business programs), programs for attaining semi-skilled qualifications; retraining, training and advanced training programs (programs are classified according to the regulations of the Republic of Croatia). Adults - adults are individuals who are fifteen years of age or older and are not full-time students - have equal educational opportunities as full-time students, and in some programs even greater opportunities. Adult education programs are carried out based on separate plans and programs as well as standard ones. These programs are modified to the education conditions and goals as well as market needs. Formal adult education is under the authority of the Ministry of Education and Sports and other relevant ministries and is implemented by schools, open and popular universities as well as other institutions which are under the authority of ministries authorized to conduct adult education.

Retraining is conducted through redesigned programs or through additional training, if the previous education lasted shorter than usual. Only students who have graduated from an accredited high school can attend retraining programs. Retraining programs are designed in such a manner as to provide the learner with instructional material which the learner has not previously studied, namely these programs are designed based on the analysis of what the potential learner knows and what he should know on the new job.

Training and retraining programs are aimed at accumulating new knowledge, enhancing professional skills needed at the job or keeping up with the advances in modern technology and the modern organization of work, thus characterizing them as life long or continuous education programs. (Rules, p. 407) Through these programs learners acquire theoretic and practical knowledge needed for performing simple tasks, with emphasis given to mastering and acquiring knowledge and simple task skills. Thus, these programs are intended for everyone, regardless of their previous education. The length of the program will depend on its complexity (the longest lasting one year, the shortest 60 hours - training for one or a smaller number of work operations where individual work dominates).

Advanced programs are intended for specialists who have completed secondary levels of education and who wish to enhance and broaden their specialized knowledge pursuant to the labor market needs and the advances in new technologies. These programs also fall into the category of continuous education since their aim is to refresh and expand previously acquired knowledges and gain new ones. To enroll into these programs (for more complex tasks, which end by taking a specialized (professional) exam,) participants must have one or two years of working experience.

The legal classification of secondary level adult education primarily reflects the current and/or short-term market needs. An exception is possible when an individual seeks a degree for the first time. However, other approaches are possible. Why not conduct training and advanced training programs, which are not directly connected to the work environment but are in line with human needs in various fields of interest, namely personal needs of (un)employed persons. For example, training and retraining programs for better communications, better human relations would, undoubtedly, have positive effects and result in the improvement of those subjects and areas (theoretic and practical) primarily connected to professional matters.

In addition to formal education, which is regulated by laws and the by-laws of the Ministry of Education and Sports, there are a number of different formal adult education programs, which are under the authority of other ministries and institutions. Their aim is to train individuals in work improvement and safety at work.

The work environment dictates certificate programs, which are part of formal adult education. These programs are designed for employed individuals whose jobs require the taking of professional certification exams. There is usually a time limit involved within which the exam must be taken (1 or 2 years after employment date). Failure to pass the exam leads to immediate dismissal. Individuals, who are employed for the first time, usually take the exam after completing their training period.

Devising any kind of adult education program is complex work. In order to design adequate (effective) training, retraining and advanced training programs, one needs to know the exact number of unemployed persons as well as their qualification structure. To design programs for professions that are in short supply, it is important to determine which levels of qualification are in demand. Former participants' experiences, innovations and suggestions should be used when designing, devising and organizing adult education programs.

Limitations of Formal Adult Education

Limitations of formal adult education are a global issue. In that context, crisis in education is increasingly evident in today's world and manifests itself differently from country to country, from culture to culture. Educational critics are of the opinion that education has an adjustable function. Students are, regardless of their age, molded into a routine (traditional) arrangement of class-subject-hour-grade. This "routine" arrangement is the basis for selecting curricula, methods, principles and criteria for assessing student's achievements, namely individuals who are being educated under this system. Contemporary society, which is characterized by expansion on a micro and macro level, regardless of the risks involved, is seeking a different educational "order".

Education must become the active promoter of other progressive changes.

In today's world, technical-technological advancement is often used as the measure of social progress. Education is by no means excluded from this. The result of this approach is that preference is given to technical/scientific, or useful, education over humane. Subject matter is "technologized" and less tangible human values (cultural and ethical for example) are neglected. There are also viewpoints according to which, in the post-industrial society, it will be more important not to know or have than to be able to make the right decision or judgement.

Formal education is also faced with the problem of individual work versus collective, thus again reopening the (very) old issue of individuality versus sociality. In schools, lessons are most often adjusted to the average student who is an imaginary dimension since the learning groups at all levels are very heterogeneous. These and other problems are reflected in the education of adults. Besides the general difficulties and limitations, adult education has its "own" specific difficulties and limitations, despite the desire for flexible organization and implementation. Some problems have been pointed out in theoretical andragogy studies, some are "ethernal" themes and some have direct impact in practice. It is not uncommon for practice to deny the existing solutions.

To get a better picture of the problems and limitations of implementing formal adult education, the author of this paper has interviewed the principals of seven vocational schools in Rijeka. Even though the specimen is not a representative one, the answers are indicative and can be used when devising various adult education programs.

Adult education is accomplished through various forms of instruction (regular, consulting, consulting-instructive, correspondence and multi-medial courses). The selection of courses depends on the financial, technical and personnel conditions of the institution conducting educational programs. Various lecture combinations are used and modified to meet the needs of the participants in order to lessen the problems, which result from work with heterogeneous learning groups. Besides the psychosocial differences among adults, another difference arises from the heterogeneousness of their work experience, which is the result of the specific conditions of their workplace (work environment) as well as the length they have been performing a job. Work experience does not necessarily offer an advantage - it very often has a negative effect with respect to the speed of acquiring knowledge and the selection of educational programs. The problem is additionally complicated when learning groups are comprised of participants who have work experience and those who have not. Very often, the instructors modify their lectures to meet the needs of younger participants, whereupon leaving those with experience unsatisfied with the knowledge acquired, because no one takes into account their social and work experience. These participants have certain benefits in some programs, but only if they are employed. To overcome these shortcomings, the instructors propose devising individual programs (uniquely designed programs) in cooperation with participants and consider individual subject consultation the best way to implement them.

Even though there is no absolute willingness on the part of adults to educate themselves, they do so because of the needs of the company in which they are employed or because of legal obligations imposed on their employers. The result is in their lack of motivation, which in turn negatively reflects in their learning results. Besides this, they are under constant pressure that they might loose their jobs unless they succeed. On the other hand, the problem the unemployed are faced with is the lack of financial means. Employment Bureaus finance retraining programs for unemployed individuals very rarely. Many participants, most often men, are providers and seek any kind of employment on a daily basis and after getting a job (temporary) they withdraw from further education. A very small number of them return to school. To help them, permanent financial resources should be secured and only professional achievement exams should be conducted so that they can attain licenses and certificates (licence and certification exams).

Younger groups, with shorter withdrawal periods from school, showed low achievements during their previous (elementary) level of education. The absence of work habits, as one of the factors for low achievement, has negative effect on the efficiency of education and is also the cause of dissipation of students from universities.

Teachers are well aware of the problems of adults. However, because of their continuous work with youngsters in the mainstream schooling system, but also because of a lack of adequate knowledge in the field of andragogy and didactics, they modify their lessons to secondary level education population. In order to improve practice, it is the opinion of the educators that teachers should undergo retraining programs for work with elder learning groups.

In our schooling system it is not customary for students or participants to grade teacher's work. However, this should be changed and accepted in order for teachers to be able to correct their work, if necessary, as well as modify their lectures to meet the needs of those attending their classes (this proposal relates more to those students attending regular classes -full-time students).

All the previously mentioned issues are primarily common to schools (institutions-programs) involved in adult education. There are also specific problems which result from the type of school, namely occupation for which education is conducted (lack of machines needed for practical work, lack of space, old technology, and similar).

Taking into account the limitations of adult education, one may conclude that the system of formal education faces many challenges. In searching for better (different) solutions, it is necessary to continuously reexamine the existing ones, and this must serve for planning of education for the future. Education for the future, which will also be implemented in formal education, is not a fiction but a necessity of the society and the trend of social development. The direction in which education in the future and for the future will go must be viewed within the context, which requires and seeks answers to the questions what, how and why. Science also seeks answers to these and other questions (and through formal types of education).

Endnotes

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[1] In countries where there is a large number of high school dropouts or where the high school population is not included in the secondary level education system, 15 years old (minimum age) youngsters fall into the category of adults; in developed countries, persons who have passed the age of compulsory schooling (18 or 20 years of age and older, depending on the educational system of a particular

country) fall into the category of adults. In some countries (Thailand) the minimum age of those falling into the category of adults who are not attending any schools, is lowered to 12 years. In Hungary, adults are considered those persons who have not completed elementary school at the age of 16.

[2] In Sweden, the goal of formal education is to bridge the gaps within the society and to satisfy the individual's wishes to enrich their knowledge as well as to prepare adults for continuous education, for work and participation in the society. It is free and it enables adults to remedy schooling missed in the past (after 9 years of compulsory schooling or higher high school grades).

[3] It is Allen Tough's merit that non-formal adult education won recognition. He described his concept of non-formal education in detail in his book "The Adults Learning Projects".

[4] Paulo Freire radically criticized the learning-educational practices in schools, namely communications. While giving lessons in literacy to adults, he observed that the dominant method of teaching in schools was the narrational approach - teachers talked and students carefully and patiently listened. This type of teaching suffers from the "talking illness" or banking method of education - which views humans as adaptable, passive and obedient beings. Freire developed a methodology of choosing generative themes which generate action, namely a method to raise the consciousness of people to value themselves and their relations within the society in a new light by actively rejecting old structures.

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Renata Čepić

ADULT BASIC EDUCATION AND LITERACY-DEVELOPMENT, PROBLEMS AND TENDENCIES

Summary: In times of fast and frequent changes, the significance of basic education of adults is greater than is generally recognised. Information about the development, problems and current tendencies in adult basic education and literacy abroad is rather scant in Croatia.

It has often been overlooked that adult basic education, through its programmes, forms and models, offers various opportunities to its target groups to adapt to and participate in their social environment. Illusions about the success of adult literacy education have lately been dispelled, however, and the solution for a successful literacy education found in lifelong learning. The paper investigates and analyses adult basic education underlining the current tendencies in adult literacy education in the world.

Key words: adult education, adult basic education, adult literacy, functional illiteracy, lifelong learning.

1. Literacy and adult basic education

Adult basic education has gone through numerous changes in the last few decades. The data produced in the 70's relating to the great number of functionally illiterate, though formally educated, adults prompted re-examination and development of this field.

In developed countries (Great Britain, the Netherlands, Sweden, the USA, etc.) functional literacy became the main objective of adult basic education, which was defined as "programmes, i.e. learning, that include literacy education and acquisition of various other forms of verbal skills, including English as the second language; basic arithmetical skills and a certain amount of knowledge required in everyday life of adults, as well as those elements of education, formal and informal, without which an adult could be expelled from permanent education, vocational training or cultural and recreational activities" (ACACE, 1979; from Jarvis, 1993). According to this broader conception, the term "adult basic education" is used to denote as well programmes of functional literacy education that are aimed at satisfying the demands of particular target groups. In this context adult basic education is seen as the main factor of general adult education. In the narrower sense, which prevails in some countries, adult basic education equates finished compulsory schooling or the first job taken after leaving school. Adult basic education is provided in various circumstances and various forms, with the aim of engaging adults in receiving education, or keeping them in the programme in order to direct them to further training. For this purpose it is not provided solely through programmes that relate to work and employment of participants, but also in some special institutions (prisons, mental hospitals, etc.), ethnic groups, within the so-called second chance programmes, as a general part of a vocational training or some formal programme. Nevertheless, it has been noticed that target groups do not participate in educational programmes. Among these are the following: unemployed adults (particularly those who left school very early), adults living outside urban areas, immigrants, elder population, the poor in urban areas, unskilled and semi-skilled workers, some groups of women (housewives, women from lower social classes), adults with linguistic problems and functionally illiterate ones. These people generally have low levels of literacy, which affects their self-confidence and may result in their isolation in their families, at work, and in their social and cultural environment. This state of affairs is further aggravated by the fact that they tend to develop various strategies to conceal their illiteracy; their fear of being detected is in direct relation to the degree of negative attitude of their environment towards illiteracy. However, little is known about these groups of people: individuals belonging to them hardly feel any need for education. It is therefore necessary to develop such adult literacy education programmes that will attract even those that do not wish to participate.

According to the principal investigator of the Functional Literacy project, Olga Drofenik (Slovenian Adult Education Centre and Slovenian Union of People's Universities), adult basic education should comprise a variety of programmes from adult education and other fields.

- programmes for acquisition of basic knowledge and skills that would lead to a better activity in the working environment, family and community, achievement of the set tasks, and interest in personal development
- programmes that would serve as preparation for further education, or are already part of another educational programme
- programmes that would improve the educational level of population:
    - programmes that would lead to a verified certificate after completion of compulsory education; these should change according to social and economic development
    - two- and three-year programmes of vocational education
    - alternative programmes
- programmes for particular target groups (the unemployed, younger adults with fewer years of schooling, marginal social groups - migrants, the disabled and other)
- programmes for acquisition of basic social skills.

The contents of a basic education programme can be integrated in various programmes (e.g. programmes for reconstruction of rural areas, increase of quality in enterprises, social and cultural animation, etc.).

2. Tendencies of adult literacy education in the world

Current tendencies in adult literacy education in the world can be described as follows:

1. There has been a shift in attitudes towards adult illiteracy and this problem is no longer seen as solely an educational one, but also as a social shortcoming. The programmes that are currently introduced comprise literacy education programmes for industrial systems (e.g. carpet factories, which employ mainly unskilled labour force) or other institutions (such as crafts co-operatives) in addition to the regular literacy education campaigns.
2. The very contents of literacy have undergone interesting changes lately as well. Literacy education programmes have adopted a functional approach to adult education that extends itself beyond job-linked literacy and aims at acquisition of general skills and knowledge needed in everyday life (sometimes referred to as 'civilisational literacy'). These literacy contents comprise areas such as children care, nutrition, hygiene, environment protection, farm management, etc. For each social group special textbooks are prepared to meet the specific requirements of literacy programme participants.
3. The current praxis to carry out literacy education programmes in several consecutive steps is a sharp turn from the recent one. There is a growing tendency to implement adult literacy education programmes that include pre-literacy, functional literacy and post-literacy programmes as well. Programmes that precede literacy education (pre-literacy) are mainly aimed

at attracting people. The primary objectives of literacy education are fulfilled through programmes of functional literacy that develop basic literacy skills (reading, writing, counting). Post-literacy, which follows literacy education, is intended as maintenance, improvement and expansion of literacy skills. Within this frame, literacy is understood not only as organised acquisition of functional knowledge, skills and information, but also a systematic adoption of new values and attitudes.

4. There are some new suggestions regarding the assessment of literacy as well. The traditional and highly questionable assessment based on the statements of individuals (at census taking, for example) is replaced by a methodology that has been labelled 'a survey of the household literacy level'. A number of people from different parts of the country and various walks of life are used as a sample and are tested for a certain number of literacy skills in real frames. The results thus obtained reflect the level of literacy in a population, types of competence regarding literacy and factors involved.

Tendencies towards development of adult literacy education are noticeable in all countries to some extent. A deeper knowledge of the experience of other countries - developed, developing and in transition - in the field of literacy education will no doubt shed new light on the understanding of the very nature of literacy. The following chapters attempt to examine some of the difficulties that hamper the quality of these activities.

2.1 Illiteracy and adult literacy education in developed countries

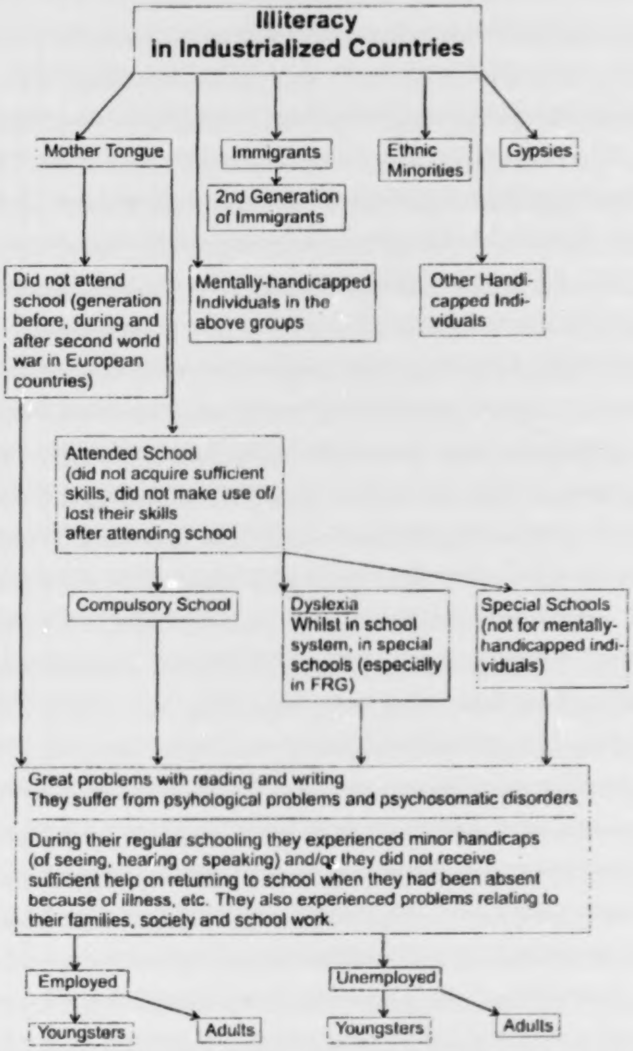
Until recently, the problem of illiteracy was marginalised and suppressed in developed countries. However, fast social and economic changes impelled a shift in attitudes to this problem. New computer technology and the globalisation of economy call for literate individuals that can successfully cope with constant changes in the fields of work and life. In developed countries illiteracy became obvious when the problem of increasing unemployment arose. People that were least educated found themselves in a very complex situation, because these social changes not only lost them their social status, but also rendered them least capable of successful adaptation to constant changes in the areas of work and life. The home unemployment crisis, constant movement of foreign labour force, refugees and political asylum seekers, as well as linguistic and cultural differences became a reality in almost all developed countries. Fast, continuous and constant changes gave way to new conceptions, which in turn incited a systematic study of the problem of illiteracy and gave an impetus to development of national strategies for adult literacy education. Some of the major realisations (ACS, 1994) are as follows:

- compulsory education cannot equal literacy; expectations that compulsory education of the youth will help eliminate illiteracy have not been fulfilled;
- training given to the employed for acquisition of basic skills and knowledge is mainly aimed at particular working procedures and as a rule does not involve broader literacy education objectives; indeed, it frequently altogether obstructs them;
- a broader, humanistic cognition of literacy is not limited to achievement of short-term objectives, aimed primarily or exclusively at resolving the problems in the labour market.

All these facts prompted developed countries to seek for new and more effective practical solutions in the field of adult education. This increased sensitivity to the problems of illiteracy within the sphere of adult education in developed countries should therefore be viewed in the context of increased interest for work with target groups. Efforts to include them into adult education programmes have considerably increased in the last decade, and the integration of illiterate and functionally illiterate individuals into programmes has become the primary and fundamental long-term objective of adult education.

Accelerated changes in aspirations and objectives in the modern society are the cause of imbalance for all those that lack the necessary basic functional skills. Figure 1 gives a schematic typology of categories of the illiterate in developing countries (from Binder, 1988, p.116).

FIGURE 1. A short survey of categories of the illiterate in industrially developed countries


Illiteracy in Industrialized Countries
Mother Tongue
Immigrants
2nd Generation of Immigrants
Ethnic Minorities
Gypsies
Did not attend school (generation before, during and after second world war in European countries)
Mentally-handicapped Individuals in the above groups
Other Handicapped Individuals
Attended School (did not acquire sufficient skills, did not make use of/ lost their skills after attending school
Compulsory School
Dyslexia Whilst in school system, in special schools (especially in FRG)
Special Schools (not for mentally-handicapped individuals)
Great problems with reading and writing
They suffer from psyhological problems and psychosomatic disorders
During their regular schooling they experienced minor handicaps (of seeing, hearing or speaking) and/or they did not receive sufficient help on returning to school when they had been absent because of illness, etc. They also experienced problems relating to their families, society and school work.
Employed
Unemployed
Youngsters
Adults
Youngsters
Adults

Source: Binder, L.(1988) Funktionaler Analphabetismus - einweltweites Problem, p.116

The relations shown in Figure 1 point to the great number of people who need help in solving their problem of illiteracy. Developed countries give particular importance to functional literacy and basic education, which are fundamental elements of adult education. The results of literacy education programmes show that acquisition of literacy is accompanied by a rise in the quality of living, a quality that is a prerequisite for lifelong education (Fuchs-Bruninghoff, Kreft & Kropp, 1986).

Developed countries seem to have both the will and the financial means for the advancement of literacy. However, their wish to achieve improvements quickly has produced negative results; many nation-wide campaigns and programmes frequently fail, provoke low motivation in adults and bring about poor results in relation to participation in programmes. A greater emphasis on the quality of programmes, motivation of participants, flexibility and adaptability of programme framework will lead to a better success of adult literacy education. The activity of literacy education will call for sustainable and co-ordinated efforts aimed at youth and adult education on the one hand, and provision of cultural, economic and social conditions appropriate for advancement and maintenance of literacy on the other.

The following chapter analyses the objectives, priorities and projects that direct the activity of adult literacy education in developing countries.

2.2 Developing countries - objectives and strategies

Economic difficulties with which developing countries have to cope present a serious impediment to organisation of literacy education for their population. Provision of elementary schooling still remains the greatest challenge in the struggle against illiteracy in many of them. We will point out some of the factors that are linked to illiteracy in those countries.

The data about the level of school attendance point to one of the numerous problems that these countries are faced with. Namely, in Algeria the percentage of female population over the age of 25 not included in elementary schooling was over 90%, while the corresponding percentage for male population was 71%. The countries in which more than 90% of women over the age of 25 are not included in elementary schooling are: Afghanistan, Guatemala, Liberia, Libya, Morocco and Pakistan. The scantiness of qualified teachers is not the only problem in these countries; in some of them economic difficulties have led to shortening of teacher training periods preceding their employment (Kenya, Burkina Faso). In others, namely Ghana and Uganda, due to the high level of brain-drain, qualified teachers have been replaced by unskilled staff. Lack of adequate textbooks and other material needed for reading poses a tremendous impediment for development of literacy skills. Furthermore, publication of textbooks in developing countries is burdened by a much greater number of problems than that in developed ones. Among these are: insufficient financial means, technology and raw materials, poor communications system, bad management system, and others. Looking at the problem in a long-term prospective, it seems obvious that the improvement of literacy level will require important investments in school building, professional training of teachers, and systems of book printing, publication and distribution. At present, however, many developing countries face many difficulties in their struggle against illiteracy.

In the circumstances, it is worth mentioning that some countries have taken some effective steps towards elimination of illiteracy. Numerous obstacles and limitations do not seem to present an impediment for endeavours to change the existing situation. Of particular importance are those literacy education programmes that have extended their range of activity to providing literacy, and particularly post-literacy, within local and national development projects. Relatively successful campaigns are clearly distinguished from the unsuccessful ones precisely by the importance that they give to post-literacy (Cairns, 1989, from Rogers, 1994).

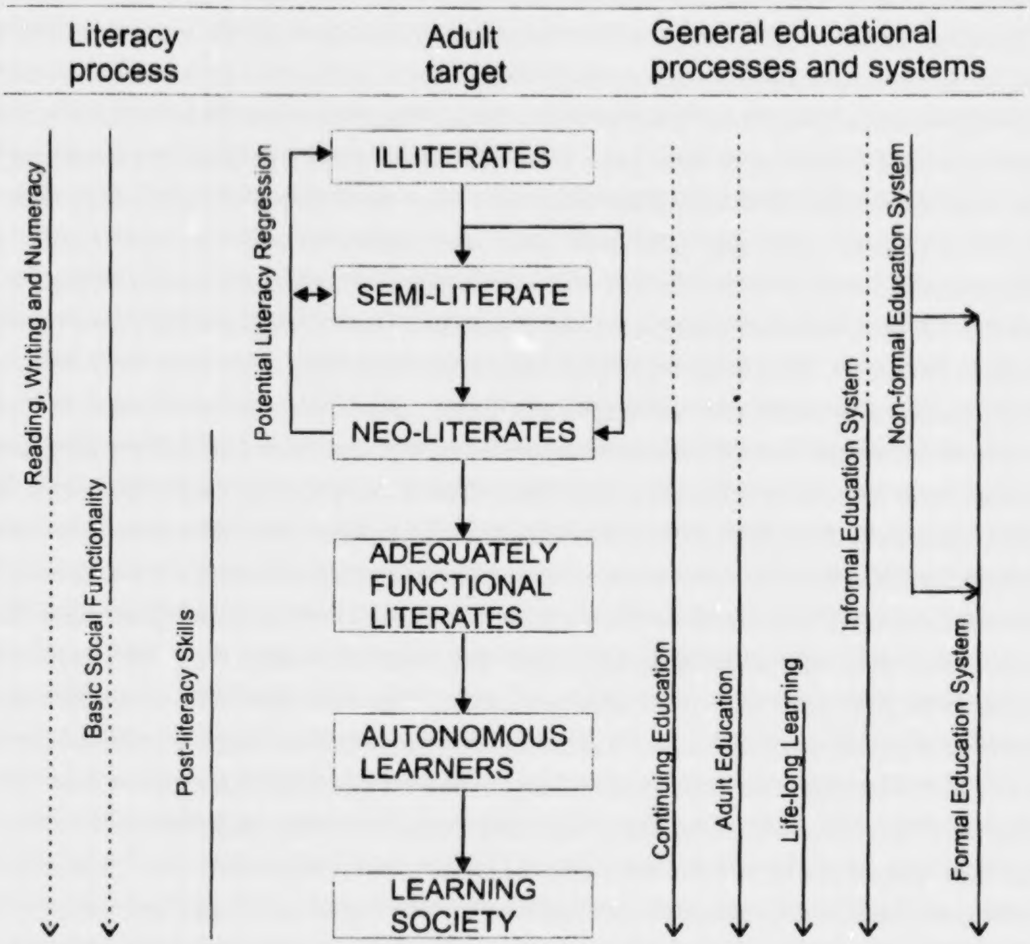
The following chapter deals with some features that are common to both developed and developing countries.

2.3 Parallels and perspectives of developed and developing countries

In both developed and developing countries there has been an increase in interest for post-literacy at theoretical and practical levels. Literacy has acquired new meanings.

Depending on the context, basic education can refer either to literacy education, complete or major part of elementary school curriculum, in-job training, or even in its broader sense to those skills necessary for participation of adults in the modern society. It can therefore refer to initial literacy education in one context, and to post-literacy in another. The term 'post' in post-literacy underlines the idea of taking consecutive steps in literacy education. The UNESCO regional head office for Asia and the Pacific in Bangkok (PROAP) claims that adults progress through concurring stages of literacy and further education, post-literacy being the first of several consecutive stages of adult education leading to formal schooling system. The other stages are assumed. Figure 2 shows the division by stages.

FIGURE 2. Stages in the process of adult literacy education



Literacy process
Adult target
General educational processes and systems
Reading, Writing and Numeracy
Basic Social Functionality
Post-literacy Skills
Potential Literacy Regression
ILLITERATES
SEMI-LITERATE
NEO-LITERATES
ADEQUATELY FUNCTIONAL LITERATES
AUTONOMOUS LEARNERS
LEARNING SOCIETY
Continuing Education
Adult Education
Life-long Learning
Informal Education System
Non-formal Education System
Formal Education System

Source: A.Rogers et al (1994) Using Literacy: a new approach to post-literacy materials, (ODA, Occasional papers on education, no. 10. p.5

It can be concluded that there is no uniform model that would guarantee post-literacy; it will always depend on the specificity of the context, both in developed and in developing countries. Literacy cannot be provided through selective campaigns nor through individual activities: a literacy education programme can easily fail if it is not included in a global project of post-literacy. Developed and developing countries must ensure lifelong education to avoid formation of closed circles for people who live in unstable psychological and social conditions. In the next chapter we will attempt to detect some features that are common to developed and developing countries.

In his text *Illiteracy - Direction? Action? Results? (1992)* J.P.Hautecoeur lists several key approaches to literacy education adopted in Europe and North America. These are as follows:

- traditional Anglo-Saxon approach - individual assistance given by volunteers within the framework of a local organisation or in a highly structured context of a national or international organisation;
- school approach, where learning objectives are the same as those in schools, and which tends to organise itself after the model of regular national education system;
- ABE (adult basic education) approach, a pragmatic model of basic education, relatively autonomous in relation to regular schooling system;
- socio-professional integration/reintegration approach - its main scope is providing employment;
- approach known as popular (people's) education/communal activities or socio-cultural approach, also known as holistic, integral development and, in its political variant, consciousness approach. Its objectives are set according to wishes of interested individuals;
- cultural/intercultural approach consists in giving priority to direct education of individuals through creativity, cultural production, improvement of communications network, libraries, demand presentations or political canvassing, development of cultural activities, etc.;
- preventive, extra-curricular or inter-generational approach - the system being organised outside the schooling system: school for parents, bibliobuses, kindergarten activities in

underprivileged urban areas, ecological or communal projects of communities that involve the young and the elderly, etc.;

- a whole area of education for the deaf, people with poor eyesight, difficulties in learning, emotionally distressed, etc. In some countries this area is integrated into comprehensive literacy education programmes.

2.3 Countries in transition - the example of Croatia

At the end of the 80's and the beginning of the 90's dramatic changes occurred in Europe and in the world. The dissolution of the three socialist federations - Czechoslovakia, Yugoslavia and the Soviet Union - resulted in the formation of twenty-two new states (fourteen in Europe and eight in central Asia). All these countries were faced with the challenge of transition from the previous into a new state. The crisis of unemployment reached frightening levels due to economic crisis, restructuring of the economy and orientation towards market economy. Unfortunately, however, adult education in most of these countries is stagnating despite the growing need for it. After the breakdown of the former Yugoslavia, Croatia became an internationally recognised country and a member of the United Nations (1992). The war imposed upon her (1991-1995) hampered and slowed down the transitional processes.

These newly-formed states have many features in common, the most important one being the 50-odd years of common political history. In contemporary history they were referred to as "Eastern bloc", "countries of Soviet sphere of interest" and "countries behind the iron curtain". Setting priorities at a general and national level is currently an unavoidable task in the countries in transition, many of which find themselves in economic and social collapse. In his book *International Position of New European States (1994, p. 63-79)* Siniša Malešević describes some aspects of the identity and international position of these new countries. He states (p. 69): "The few social and economic data available point to the increase of unemployment in almost all countries in transition (with the exception perhaps of the Czech Republic and Slovenia), decrease in production and paying capacity, lowering of the standard and quality of living." At the same time the gap between the richest and the poorest classes is increasing. Ever more pronounced polarisation of the population at social, economic and cultural levels are a direct consequence of transition. The author states, among other things, that in practically all countries in transition a new social stratum is being formed, the so-called new poor (people who did not use to be poor, but whose income has been so drastically reduced that they find themselves below the level of poverty).

Although these countries have many things in common, there are great differences between them as well. To start with, each of them is a specific cultural, civilisational and historical entity in its own right. On the one side there are the Baltic states, on the other central Asian states, then Slav east European states, south-eastern European states, etc. Before transition these countries were at different levels of industrial and economic development. For example, today's Czech Republic was one of the most developed European countries at the beginning of the century; ten years ago it celebrated the hundred and fiftieth anniversary of definite elimination of illiteracy. From the cultural point of view, some of these countries were closer to the west-European 'cultural model' and way of life than others, which were rather closer to the "eastern" cultural and civilisational patterns. (p. 66) Generally speaking, the process of transition occurred in these countries under totally different political, economic and historical conditions.

In Croatia, the problems of transition affect education in general, and in particular adult education. The crisis of this segment of education started even earlier, but today it has reached disturbing levels. The causes of this state of affairs are rather complex and require a thorough analysis. In the following paragraphs we point to some aspects of the problem of illiteracy and literacy education in the Republic of Croatia.

Institutional framework for elimination of illiteracy in Croatia was established more than 120 years ago. The confirmation of the importance of education and teaching for development of society, and the reform of schooling systems which took place in Europe in the 60's and 70's of the 19th century had a great impact on Croatia. In 1874, the year when Croatia and Slavonia gained educational autonomy and the civil governor was Ivan Mažuranić, the first bill on compulsory elementary education was carried under the name of "Law on constitution of elementary schools and normal schools for elementary school teachers in the kingdoms of Croatia and Slavonia". This was a turning point in the cultural history of Croatia. This law stipulated the obligation to attend general elementary schools and "repeating" schools; education was free of charge and provided in the mother tongue. General elementary schools had 4 grades, and were followed by "repeating" schools, in which classes were held twice a week for two lessons during two years. This law greatly contributed to the development of Croatian schooling system, which can be seen from the following statistic data for secular schools in Croatia: in 1874 there were 507 elementary schools with 857 teachers and 51,588 pupils; in 1884/85 there were 719 schools (686 public and 33 private) with 1050 teachers and 91,034 pupils, and in 1889/90 there were 1259 schools (1197 public and 63 private) with 1202 teachers and 133,263 pupils (I.Vavra, 1994, p. 46). However, despite general public and free education, enforced in 1874, the inherited problems of illiteracy were slow to disappear. As late as in 1910, after 35 years of compulsory education, there was still a significant number of young people that were illiterate, could not read or write. The reason for this seems to be the scantiness of teachers during the rule od Austria-Hungary on the one hand, and abstention from school, inadequate programmes and the high price of books and newspapers on the other. In the period 1910-1948 illiteracy was greatly reduced in all parts of Croatia - from 48.8% to only 15.6% of adult population. This reduction of illiteracy was most substantial in areas where it had been extremely high before World War I, and rather less marked in areas of particularly high pre-war adult literacy.

Adult basic education, which was introduced after World War II, played a significant role in the fight against illiteracy. It consistes of two parts, i.e. two levels of basic education. People without any prior formal education, illiterate and semi-literate autodidacts, were accepted at the beginner's level. If some of them did possess certain basic knowledge of literacy and mathematics, they could enrol directly in the 2nd semester, or follow a curriculum specially prepared for them that enabled them to acquire certain subjects of the beginner's level in a shorter period of time. The second level of adult basic education accepted people who had finished the beginner's level, those who had finished four grades of regular elementary school, or, exceptionally, individuals who had shown to possess adequate knowledge in an examination. Complete adult basic education generally lasted three years, or six semesters. The fist year comprised a body of knowledge corresponding to the first four years of elementary school, while the programme of the second and third year covered that of higher grades of elementary school. For those who were not able to attend the classes various other forms of basic education were organised. As time passed, the number of people attending basic education courses at people's and workers' universities gradually decreased, so that today adult basic education can hardly be said to exist at all. However, this does not mean that illiteracy has been totally eliminated yet.

Today we are faced with numerous unexpected problems which call for new solutions in the formal, non-formal and informal education.

3. Conclusive remarks

Which direction is the conception of literacy going to take in the future? What is the future of literacy in the changing world? The number of illiterates (in the traditional conception of the term "(il)literacy") can be expected to decrease with the growing universalisation of elementary schooling. However, in the decades to come - and perhaps forever - there will still be a number of functionally illiterate people, despite the fact that the number of illiterates (in the traditional sense) will continue to decrease with the spread of elementary schooling, non-formal education and literacy education programmes. Functional illiteracy is a recurring problem in all individuals, depending on their ability to adopt to the requirements imposed by fast and frequent social changes on the one hand, and their learning abilities on the other.

Literacy should be viewed in the context of lifelong education. Such a conception seems the only appropriate one because it implies continuity and complementarity in the education of the young and adults. Developed societies pose ever greater demands for new branches of knowledge, schooling is becoming increasingly more long-lasting, more expensive and more intense. For various reasons the school fails to satisfy the educational needs of a society. It is therefore essential that we stop clinging to the idea that only the school is to be responsible for provision of basic skills, and integrate literacy and basic skills into the conception of lifelong education. When the value of lifelong education becomes apparent to everyone, and the organisers and initiators of adult education programmes adopt more flexibility in their approach, then we can hope to see significant improvements in the field of literacy.

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Vidoje Vujić

INNOVATING LEARNING OF EMPLOYEES DURING TRANSITION OF THE ECONOMY IN THE REPUBLIC OF CROATIA

Summary: Transition of the economy in the Republic of Croatia that has been evolving from 1991 till 1999 with the tendency to privatize ownership has also reflected itself on business education. The greatest problems that are apparent today are connected to the drop in the standard of living, the high rate of unemployment and the inapt innovations of learning to the social changes.

This paper observes the innovation of learning of the employed and considers it in the conditions of transition of the Croatian economy. In this connection research into the needs and desires of the examinees for innovation of learning was conducted on the employed in the economy of the Republic of Croatia, with analysis of the method and informal techniques of innovating learning.

Key words: training, education techniques, economy of education, development of human potentials

Introduction

Applying the method of the questionnaire, a survey was made to gather data and ascertain the condition in the sphere of business education of the employed in the Republic of Croatia.[1]

In the approach to this research, the following goals and assignments were determined with greater precision:

- investigate needs for innovation of learning of employees and office workers
- ascertain the organizational status of educative activity in trading companies
- estimate the acceptability of the techniques and method of manager training.

On basis of these appointed goals and assignments, this paper elaborates only with data representative of conditions prevailing at the present moment in the trading companies of the Republic of Croatia.

Population and Research Sample

The research survey was initiated in April and concluded in October 1998. The total participation of entrepreneurs in the population, classified according to total incomes and size of enterprise and number of employees in the productive branches of the economy, was as follows:

ECONOMY IN TOTAL BIG BUSINESS MIDDLE-SIZED SMALL BUSINESS

DESCRIPTION 1	Sum 2	Share % 3	Sum 4	Share 5	Sum 6	Share 7	Sum 8	Share 9
Number of entrepreneurs	51.367	100.00	527	1.0	1.243	2.4	49.597	9
Number of employees	742.947	100.00	383.274	51.6	166.920	22.5	192.753	25.9
Total incomes	93.158	100.00	44.995	48.3	15.396	16.5	33.767	35.2

Source: Information by ZAP-RH on basic financial business results of entrepreneurs in the course of 1997, processed by the author.

Of the three groups of entrepreneurs (small, medium, big) we took a random sample that would include 10% of the trading companies. The survey questionnaire was forwarded to 660 trading companies, of which 202 entrepreneurs or 30.3% of the entire random sample filled out the questionnaire. Of the 202 surveyed trading companies at the time when the poll was conducted (June 1998) of a total of 130,268 employees, 84 had the academic degree of doctor of science, 503 were with master degrees, 19,064 with bachelor degrees, 1,437 with post-secondary school qualifications, and 45,176 with secondary school qualifications. The questionnaire was filled out by the managers of personnel departments or persons authorized by them.

In view of the number and structure of the trading companies that responded to the survey, the competency of the polled, the number of professionally employed personnel with• secondary, post-secondary and higher educational background, including those with degrees of master and doctor, we are of the opinion that the gathered data can be considered as representative for the economy of the Republic of Croatia. It can serve as a foundation for ascertaining the present conditions. Besides, the gathered opinions, data and proposals can worthily represent the current situation and our desired educative trend from the present moment into the future. And not only that. The results obtained will enable the finding of replies to the numerous questions that are of relevance for realization of the research goal.

Research Results

In response to the query, "Does your trading company have a defined policy for the further training and advancement of your employees?" 126 of them or 62% of the surveyed trading companies replied negatively. In contrast to this, the reply to questions, "Do you consider permanent training and advancement necessary for successful managing and functioning of your trading company?" and, "Would you be willing to engage the employees of your trading company in various seminars?" as much as 200 trading companies or 99% said "yes".

How should these two contradictory replies be understood? Trading companies are aware of the importance of educating their employees, but in light of objective weaknesses (the economic crises, privatization) and subjective weaknesses (unknown development strategies) such education is not being conducted to an adequate degree.

We formed an opinion on the situation in trading companies in the sphere of education at the present moment from their reply to the question, "Have you so far performed an investigation within the trading company and planned the needs for training and advancement of employees on all organizational levels?". Seventy-nine trading companies, in other words only 39% of the examinees, had performed investigations and planned the needs for education of their employees. In 1998 more than 60% of the examinees had never ascertained the educative needs nor planned the facilities for the innovation of learning of their employees.

On basis of the received answers and analysis, we perceived that the transition process of economic development of the Republic of Croatia without adequate education, not only of the employed but also of the total populace, would go much slower than we can assume right now. Developed countries have in their more recent or more remote history gone through a similar experience. They had comparable problems but were much quicker and more efficient in developing the informal learning innovation techniques for employees and office workers that can be used as empirical experience.

Organizational Level of the Personnel Education Function

Investigating the organizational level, the connectedness and disconnectedness of functions in a trading company, the examinees were asked the following questions: "Which division or functional unit is in charge of the educative function in your trading company?" and "Who in your trading company decides which employees will attend a training program?”

It is indicative to notice that:

- in 54% of the trading companies the educative function is entrusted to the Department for Personnel, Legal and General Administrative Services,
- in 18% of the trading enterprises this is done by the Management,
- in 26% by the Personnel Department,
- and only in 2% by the Department or Service for Education.

The final decision as to who will attend any educational form of training is brought by:

- in 35% of the cases by the director himself,in 28% of the cases by the manager of the various organizational units in agreement with the director,
- in 7% of the cases this is done by the employee’s immediate boss in agreement with the employee,
- and in 2% of the cases, it is done by the Personnel Department.

Based on the inferred, the imposed conclusion is that the realization and fulfillment of educational needs is not delegated as an assignment to the immediate managers. Furthermore, it is noticeable that the structural changes in our practice had a negative impact on the internal organization of functions within trading organizations. In a large number of trading organizations the role of personnel education was not given the significance it deserves to have in a market economy. This indicates that the organizational setup in the trading companies is not adjusted to the economic principles of modern economy. Without well-educated managers and professionally equipped personnel and educational servicing, it will be hard to prevent the retardation of our economic performance.

The Needs and Desires of Examinees

In order to perceive their needs and desires, we put the following questions to the examinees:

- "What are the needs for educating your employees?"
- "What thematic area would you consider beneficial for your trading company?"
- "What length of time for holding a seminar would you consider acceptable?"
- "What educational methods would you consider as acceptable?"
- "Where should the seminars be held?"

Several alternatives and possibilities of choice were given with each of the offered questions. According to the responses, 53% of the surveyed trading companies were chiefly interested in training their employees in current work and problems. 43% of the examinees expressed the need to expand learning within the work being done at the present moment.

The least number, only 4%, had career development in mind, in other words preparation of personnel for further promotion and advancement within the system of the trading company.

The possibility of advancement is considerably decreased for a large majority of the employees and the result of this is that most of the employed spend a large number of years at the same job or performing less complex tasks. Instead of promotion from one job to the next higher ranked one in the hierarchical organization of complexity that calls for additional training, the employees are as a rule tied for years to the same job, often their entire working life.

On basis of this and other research works, it may be concluded with great assurance that in the absence of an organized and long-term concept of development of human potentials in our economy, 30% of the employees work on tasks that are far below the level of their professional qualifications.[2] At the same time, 25% of the employed in our economy fail to fulfill the demands of formal requirements regarding the complexities of the jobs they are doing. It is clear that this has a negative impact on work, motivation, productivity and work efficiency.

Interests of the Examinees and Motivation of Attendants for the Various Educational Realms

The needs of trading companies to educate their employees in the various thematic realms can be divided into three levels. From the responses it is visible that 40 to 50% of the trading companies show the greatest interest in training their managers in the realm of financial management, information science, as sustainers of managerial decision-making in the managing of human potentials, certain functions and work processes.

Between 30 and 40% emphasize the need for training in business communications and public relations, marketing-management and other realms, such as foreign languages, information technology and so on.

The motivation of attendants is average in 45% of the cases, high in 40% and low in 15% of the examinees.

Duration of the Training

Regardless of the complexity and volume of the various thematic wholes:

- 33% of the examinees consider that three working days would be sufficient for any single thematic realm (seminar),
- 25% of the examinees support the seminars in cycles of three working days each month,
- 18% of the examinees find weekend training acceptable, i.e. Fridays, Saturdays and Sundays,
- 6% of the examinees consider five days as the most acceptable duration of the training.

The Most Acceptable Forms of Education

As regards the manner and method of executing the training:

- 45% of the examinees are for a theoretical demonstration

along with presentation and analysis of cases of practical experience,
- 30% of the examinees are only for having attendants solve concrete problems through the assistance of mentors (lecturers),
- 25% of the polled accept lectures along with interactive communication.

Desired Destinations of Training

51% of the examinees chose the working area as the most acceptable site for performing the training, 42% accepted destinations outside of their everyday surroundings, while 7% proposed that training be carried out in educational institutions equipped and organized for such purposes.

At this point it is necessary to emphasize that former experience has shown that training held in the place of residence and the seat of the attendants give the poorest results. In such circumstances the attendants are burdened by numerous obligations, which as a consequence have poor concentration and frequent interruptions during the training performance process.

Desired Structure of Lecturers

We investigated what was the attitude of examinees towards organizers and lecturers by asking, "Which executants of seminars do you prefer domestic, foreign, or combined?" 80% of the examinees chose a combination of domestic and foreign lecturers, 18% were exclusively for domestic and only 2% for foreign lecturers.

The fact that only 2% of the examinees accepted foreign lecturers is an interesting datum point. It clearly indicates that our social infrastructure is so different from that of those abroad, namely that only certain segments of foreign practical experience can be copied and applied literally.

Assertion to that effect was confirmed by the examinee response to the question, "Are you interested in having foreign experts pay visits to your trading company?" The replies were as follows:

- 40% of the examinees would accept the foreign expert as a consultant,
- 30% would not accept visits by foreign experts,
- 30% would accept the foreign expert only for solving concrete problems.

The question remains open whether the cause lies in isolation, odium, or slavery to fashion.

Problems and Costs of Training

When the point in question are the costs of employee training, it is noticeable that 11% of the examinees did not express any problems with financing of the training, while as many as 41% of the polled underlined a lack of financial means to cover wages and costs of training. 28% of the examinees said there were problems in motivating the attendants, whereas 20% brought up problems of poor internal organization and managerial structures, in other words suppression of sending employees to attend training.

As regards costs of training, in 34% of the cases the attendants pay the training costs. In 50% of the cases the costs for the innovation of learning are borne by enterprises and institutions and in 16% of the cases the attendants along with the support of the enterprise cover costs. As much as 95% of the examinees do not know the average amount that their enterprise invests in the education of the employees.

In addition to the mentioned responses from the processed survey it may be concluded that business education in the Republic of Croatia is being conducted in an unsystematic way. It is here that the inefficiency of the Croatian economy is reflected. It is most probable that the models of business education of times past are now obsolete.

So the question is why are the effects of education poor? Does the cause lie in the direct transfer of foreign programs, the network of business schools, or in the economic and political atmosphere? We could analyze the influence of international aid, the bilateral government cooperation and private initiative, and the support of the government of the Republic of Croatia to the programs of professional advancement and business education. Certain weaknesses of inefficient business education should also be searched for in the undeveloped system of education and unspecified criteria in the choice of attendants and promotion of specific standards of educative techniques.

In a time when technology is swiftly progressing this could mean a missed chance to catch up with others, and sometimes a large technological surplus of employees. Taking everything into account, it is noticeable that the changes of the human potential lag behind those of technology and the organization of labor.

Man is tardy in occupying the place and role that is demanded and predetermined by scientific and technologic progress and the need for a change of the quality of life and work.

Business education must become the responsibility of every manager and not a duty that can simply be passed on to some other business function. It is an integral part of the process of managing and not something that is abstract. Revealing and satisfying the needs for education of employees and office workers is just as important as is the establishing of individual assignments, estimations, issuance of instructions and supervision, but not only in a general sense but also in concrete finding of true solutions to everyday problems.

Informal Techniques of Innovation of Learning in the Modern Economy

The information science revolution, particularly electronic media which can gather the same amount of information or even more than the school although such information can be converted into know-how only through teamwork and organized study, becomes the individual's capital and instrument.[3]

It is in the nature of know-how itself to change quickly. For this reason there is no way or possibility for the formal system of schooling to prepare its attendants for all the industries of the economy. The only thing that can be done is to prepare them to study, to discover and arouse their own outstanding potentials. In the economy and society of know-how there is no final phase of education. The demand is for a lifelong innovation of learning.[4]

In the practice of economies of developed countries and various trading companies, particularly those that have introduced the system of quality, the most frequently applied techniques of informal education are: instructing by lectures, panel discussions, seminars, courses, instructions, practical training, workshop visits, organized group training, exemplified studies, role playing, video films, specialist excursions, job introductions, trainee internships, quality study groups, consultations, presentations, counseling, mentorship, functional innovation of learning and various combinations of the mentioned techniques.

Education techniques are planned as a constant and lifelong activity in the attainment of business excellence and the specifically outlined objectives of the trading company. The investigation of education needs, planning of education, programming, direct preparations and organization, execution of the education process and valorization of training are performed within the framework of this activity.[5] As a rule the individual himself invests in the learning of his trade (formal techniques of education), while the trading company for which the employee works should invest as regards social competence (ethics, honesty, culture) and communicative competence (adaptability, innovation).

Practical standards of the time required for innovation of learning and specialization of employees in modern economy (without studying foreign languages and formal education), take up to an average of:

- 16 to 24 days a year for Management staff, in other words 10-15% of the total working hours
- 8 to 16 days a year for Executive staff, in other words 5-10% of the total working hours
- 4 to 8 days a year for other employees, or 2-5% of the total working hours.[6]

In the economy of the Republic of Croatia the time that refers to the innovation of learning for all the managers and employees amounts to an average of 0-0.3% of the working hours, in other words from nothing to a maximum of five hours a year. This fact needs no comment, except for the query whether our economy and the quality of our tourist product can be advanced and expanded without know-how. Obviously not!

Communication technologies have become accessible to a great number of people, and they are at the disposal of the individual more than teachers and mentors. In contrast to the book and the teacher, the computer allows for countless variations. The computer is entertaining, and before us is an entire world of learning by means of visual perception. All these changes place the teacher into a new role, the role of a mentor, instructor and counselor who assists, enhances, serves as an example, inspires, and lectures less and less. New technologies create new methods and reveal pleasure in learning.

The teaching staffs and education methods that had produced know-how during the 20th century are no longer all that productive, at least not outside of the natural sciences. Structural changes and the globalization of relations and labor confirm that new knowledge is no longer acquired by the mono-disciplinary method but by the multi and inter-disciplinary method.

The Economic Function of Innovating Employee Learning

In light of the goal and purpose of innovating learning, the economic essence of the function of learning as a direct productive force is of special interest. It manifests itself in the economic realization of scientific work by means of the close connectedness of science, production and the other industries of the economy and their management. Production and the instruments of labor, raw materials, energy, technologies, organization and management are all based on science. The needs of buyers and the market are revealed through scientific research; it is through scientific methods that possible directions of development are investigated; the demands for various profiles of personnel, educational facilities, or the methods of evaluating the success of a business are all based on science; by means of science we obtain new products and/or services, new activities, i.e. new market areas. Today it is hard to imagine successful attainment of any kind of business or information function in an enterprise without a scientific foundation, which includes the innovation of learning, in other words, personnel activities. All of this leads to success in reaching the economic and social goals of the enterprise.

Human society in the developed countries has reached a level of development when the performance of economic and other activities primarily depends more and more on the general situation in science and the technological level of development, in other words, on the degree of technological application of scientific achievements, firstly in production and thereafter in the other industries.

The innovation of learning as a productive force does not emerge only as one of its separate elements of exceptional importance and impact, but also as an integral part of other elements that produce that force. Therefore the innovation of learning is not just a process of cognition of the objective laws of nature and society, or just the acquiring of knowledge, but also a process of educational activity and maintenance of the life of the society. It not only has a great economic goal but also a social mission. It is not just to learn for the sake of learning or for the promotion of truth, but a means to help Man in his work. After all, without the latter, learning would never have become a force of production, and without that force the spiritual force of modern society could not have developed.[7]

Inadequate financing, the diversity in the manners of financing and the number of financiers, the role of multilateral organizations, the influence of social and professional changes, the integration processes as well as the different ways and programs of adaptation, and finally the commercialization in conducting the innovation of the learning program are just some of the main aspects of the economics of education and training of employees.[8]

CONCLUSION:

The expansion of the role of innovation of learning in all the domains of human activity is becoming one of the major tasks of economists and other social subjects as a whole. To determine the education needs of employees and evaluate the knowledge they acquire means to optimally guide and utilize human potentials. It is the obligation and responsibility of every manager to fulfill and satisfy the educational needs within the system of business.

The innovation of adult learning, especially among the employed, contributes to their independence and greater working excellence. Training of employees as a personnel process and investment should be set free from various processes and protected from all limitations of structural adaptation. Since new learning always requires a fair amount of time before it is transferred into technology and application, it cannot be acquired and limited only to schools. Every employer must become a mentor to his employee. The successful business employers of the developed countries have come to understand this, especially in Japan and the United States, countries that with government support invest the same amount of money and efforts into employee education and innovation of learning as do all the junior colleges and colleges put together.

The International Board of Education of the European Union proposes that at least 6% of the gross national incomes of the member-countries be put aside for the needs of education. Furthermore they propose, in addition to that amount, the responsible ministries determine a share of their budget for adult education. Besides, it has been recommended that every development program should include the component of innovation of learning and that the costs of training of employees in each project should be treated as investments in business productivity and excellence.[9]

It is necessary to step up the stimulation of innovation of learning in the Republic of Croatia, as many countries are doing and to exempt this activity from taxes and surtaxes, thereby enhancing the capability of all the members of the society for a different and more efficient performance.

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Appendix: Note on the authors

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Renata Čepić

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Boris Banovac

Biography:

Born on September 17, 1953 in Pula. He finished his elementary and secondary schooling in Pazin. Studied economy at the Junior College of Economics in Pula, receiving a degree in 1975. At the Faculty of Philosophy of the University of Zagreb in 1982 he was conferred degrees in sociology (A) and philosophy (B). At the same Faculty he attended postgraduate studies in sociology and won a master's degree (1987). In 1996 he presented his doctoral dissertation on the theme of "Ethnic Identity and Regional Affiliation the Istrian Example" before the Department of Sociology of the Faculty of Philosophy in Zagreb.

He was chosen to the teaching profession in 1997 in the rank of assistant professor (docent). He gave lectures in Sociology at the Faculty of Pedagogy in Rijeka, and on the subject of Sociology in Tourism at the Faculty of Hotel Business. He has been a participant in a series of scientific research projects. He was the editor-in-chief of the periodical "Argumenti" (1989). He is an associate of the Inter-University Center in Dubrovnik (1998). He actively participated in a number of international and national conferences.

He is also a lecturer of Sociology at the Law School of the University of Rijeka.

He has published two books and a larger number of scientific and scholarly papers in the spheres of the sociology of politics, sociology of cultural processes and the sociology of tourism.

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Renata Čepić

Biography:

Renata Čepić was born in 1965 in Rijeka, where she went to elementary and secondary school. She studied pedagogy at the Faculty of Pedagogy in Rijeka and graduated in 1990. Her degree work "Television in Adult Education" earned her the prize for the best work awarded by the University of Rijeka. She has been working at the Faculty of Philosophy in Rijeka since 1992, first as a junior researcher in the project "Adult Education Models in the Frame of Social and Professional Changes" and later as a junior assistant in the humanities, field of pedagogy, on the project "Adult Education in Croatia on the Basis of Social Changes". In 1997 she took her MA degree in the humanities, field of pedagogy with her thesis: "Adult Literacy in Social Context".

She has attended and participated in professional and scientific meetings and conferences in Croatia and abroad. She has also published several papers on the subject of adult education, some of them in cooperation with her colleagues. She is a member of the Croatian Pedagogy Literary Association (Hrvatski pedagoški književni zbor) and of the Croatian Andragogy Society (Hrvatsko andragoško društvo).

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Biography:

Anita Klapan, Ph.D. was born on Aug. 16,1962 in Rijeka. She finished her elementary and secondary education in her home town.

She graduated in Pedagogy at the Faculty of Pedagogy in Rijeka in 1986 and completed her post-graduate studies of Pedagogy in 1989 thus obtaining her Master's degree in pedagogical sciences.

In 1994 she attained the Doctor's degree in Humanities specialising in Pedagogy. She works at the Faculty of Philosophy in Rijeka, Department of Pedagogy where she has been appointed as senior lecturer.

She has published two books and more than forty scientific and professional papers. She has participated actively at several scientific and professional conferences at home and abroad.

For two years she held the office of the Dean of Pedagogical Studies at the Department of Pedagogy and the function of the Dean of the Department of Pedagogy at the Faculty of Philosophy in two mandates.

She has collaborated in several scientific projects. She is now included as a collaborator in the scientific project of the Ministry of Sciences entitled "Croatian Adult Education Based on Social Changes".

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Ilija Lavrnja

Biography:

Ilija Lavrnja was born in 1952. He graduated in Pedagogy at the Faculty of Philosophy in 1975. His post-graduate studies in Pedagogy were accomplished in 1981 at the Faculty of Philosophy in Belgrade and his Doctor's degree in Humanities, the discipline of pedagogical sciences, was acquired at the Faculty of Pedagogy in Rijeka in 1983.

He works at the Faculty of Pedagogy in Rijeka holding the scientific function of a scientific consultant and the scientific-educational vocation of a regular, full time professor in pedagogical sciences with the lectoreship in Didactics and School Pedagogy.He was a lecturer in Didactics at the Department of Psychology of La Jolla University - European Campus in Lugano (Switzerland) for two years and a lecturer in School Pedagogy at the Faculty of Philosophy in Zadar (Croatia) also for two years.

The author has published six books (studies) and over one hundred scientific and professional papers which have been edited not only in Croatian but also English, German, Italian, Polish, Hungarian, Slovene and Macedonian.

He has participated in the realisation of several scientific projects, either as team leader or team collaborator. He has presented his papers at more than twenty scientific conferences at home and abroad (in Austria, Germany, Italy, Poland, Slovenia…).

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Silvije Pongrac

Biography:

Silvije Pongrac, Professor Ph. D. was born in 1930 in Zagreb where he finished studies in pedagogy, psychology and philosophy at the Faculty of Philosophy. He won his master's degree at the Faculty of Philosophy in Belgrade and his doctorate at the Faculty of Philosophy in Zagreb successfully defending his dissertation on the subject matter of andragogy.

He was employed with the Federal Center for Education of Managerial Staff in Economy. He worked on research assignments, organized teaching and was a lecturer. He participated in planning and forming education centers in large business concerns. As of 1961 he has been working in Rijeka: at first as professor at the Teachers Training College, thereafter the Faculty of Pedagogy and finally the Faculty of Philosophy. He introduced the forming of a teaching staff for andragogy and founded the Andragogy Department.

He cooperated with educational institutions at home and abroad and collaborated with professional organizations, in addition to participating in scientific and professional symposiums. For years on end he has been engaged in the School for Personnel in Andragogy and in the Federation of Andragogy Associations, taking part in the further education of teachers.

He has published professional and scientific works primarily on the topic of andragogy. He is the author of six books, in addition to course notes, co-author of a dozen or so books, while his other works have been published in collections of papers and in professional and scientific periodicals. A total of more than one hundred works have been published, of wich some in the Arabian, English, French, Hungarian, German, Polish, Slovakian, Slovene and Spanish. Particular concerns of his are the organizing of adult education, the assessment of educational work and the process of education from a distance. He participated, as well as conducted, several scientific research projects. At present he is the Principal Investigator on a scientific project supported by the Ministry of Science and Technology in which seven investigators are taking part. By decision of the Senate of the University of Rijeka he has been conferred with the honorable title of Professor Emeritus.

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Sofija Vrcelj

Biography:

Dr.sc. Sofija Vrcelj was born in 1962. She received her Bachelor of Science- BS (1986), Masters of Science - MS (1989) and Doctor of Science - Ph.D (1994) degrees from the University of Rijeka, Faculty of Pedagogical Sciences. Her graduate paper was titled "Seminars and Exercises in Higher Education", while her doctorate thesis was titled "Pedagogical Aspects in the Continuity of School Achievement".

She is an assistant professor at the University of Rijeka, Faculty of Philosophy, Department of Pedagogy and teaches courses in comparative pedagogy and school pedagogy. She has participated at numerous symposiums at home and abroad (Germany, Czech Republic, Hungary, Slovenia) as well as published many articles in various professional journals.

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Vidoje Vujić

Biography:

Born October 4th 1951. In 1981 he receives graduation degree at the Faculty of Pedagogy in Rijeka. He finished his postgraduate studies in the domain of scientific research under the title "*Organization and Management*" at the University Center for Economic and Organizational Sciences in Rijeka in 1985. In 1991 he defended his doctoral dissertation entitled "*Interdependence of Personnel Promotion and Productivity of Labor under Conditions of a Revolution in Science Technology*".

At the institute Carl Duisburg Gesellschaft, Cologne, Germany, stay for specialization on "Entrepreneurship and Business Education in a Socio-Market Economy". In accordance with the program of the European Organization for Quality, as organized by "Österreichische Vereinigung für Qualitätssicherung" (ÖVQ) in 1997, he finished specialization and acquired the title of *quality manager and auditor*. Participated in the work of several scientific research groups in the realm of entrepreneurship, management of business education and development of human potentials.

In 1989 at the Institute for Economics and Organization in Rijeka he was elected to the scientific research rank of *scientific assistant in the scientific domain of economics*. In 1992, at the Faculty of Economics in Rijeka, elected to the scientific research rank of *scientific collaborator in the domain of economics*. In 1998, at the Faculty of Hotel Business in Opatija, elected to the *scientific teaching rank of assistant professor* - in the domain of economics, scientific field - management and administration.

Experienced in making studies and development plans, planning and organizing informal techniques of education, managing business schools and trading companies. At present he is an employee of the Croatian Chamber of Commerce - Chamber of Rijeka County half of his working hours and the other half as an employee of the Faculty of Hotel Business in Opatija. He has had experience in performing various jobs I' autonomous clerk, head of commercial department, sector manager, assistant director, adviser for organizational development and personnel matters, head of division for personnel in economics, and now at the job of expert collaborator for business education and the system of quality, as well as lecturer of the "Personnel Management" collegium.

In the domains of entrepreneurship, management, development and administration of human potentials he has written the following: 3 books as co-author, 11 original scientific papers, 10 preceding statements, 40 reviewed and professional works and 20 expository discourses at scientific symposiums. Participated in the work of several scientific projects, wrote several studies and survey reports. Member of the Croatian Association of Consultants, member of the Croatian Association of Managers, member of the Croatian Society of Quality Managers, member of the Croatian Society of Economists, member of the Croatian Society for Quality, vice-president of the Assembly of the Primorsko-goranska County.

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